



CIWM

Qualifications

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Quartz Qualification Code: 417

Quartz Programme Code: 533

Maximum Guided Learning Hours: 121

Total Qualification Time: 158

CIWM (WAMITAB) Level 2 Certificate in Principles of Healthcare 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

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 of cleaning and facilities management organisations

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?

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 to complete the mandatory units to achieve the qualification.

Mandatory Unit Group

- PHC1 – Principles of Infection Prevention and Control
- PHC2 – Principles of Healthcare Cleaning
- PHC3 – Principles of Health and Safety in Healthcare Cleaning
- PHC4 – Working Practices in Healthcare Cleaning

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.

Your Assessor

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

- Make decisions about your workbook 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

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 policies and procedures
- 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 cleaning sector.
3. **Assessment – Workbooks:** you be provided with workbooks and asked to answer a series of questions.
4. **Achievement:** once you have completed the workbooks, 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 completed workbooks.

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

- Your tutor/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. 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
Define	Provide a generally recognised or accepted definition.
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.
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.
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.
List	To produce a number of relevant items which apply to the question. Further description is not required.
State	To express something definitely or clearly in speech or writing.

SECTION 1 – Mandatory Unit Group

Unit PHC1: Principles of Infection Prevention and Control

Learning Outcome	Assessment Criterion	Indicative Content	Workbook Ref
1. Understand the principles of infection prevention and control	1.1 Define the following terms: <ul style="list-style-type: none"> • 'Infection' • 'Pathogen' • 'Colonisation' • 'Contagion' • 'Cross-contamination' 	Learners should state what each of these words mean.	
	1.2 Describe the chain of infection	Learners should describe each stage of the chain of infection. Answers should include a diagram showing how the chain of infection works.	
	1.3 List the common types of infection in the workplace	Learners should list common types of infection in the workplace. Think about the types of infection you would encounter in a healthcare cleaning environment.	
	1.4 Identify the common sources of infection in the workplace	Using workplace examples, learners should identify common sources of infection in a healthcare cleaning environment.	
	1.5 Identify standard procedures for infection prevention and control	Using workplace examples, learners should identify a minimum of five standard procedures for infection prevention and control.	
	1.6 Explain why it is important to comply with cleaning and disinfection policies, including colour coding	Learners should: <ul style="list-style-type: none"> • Identify the benefits of complying with cleaning and disinfection policies, including colour coding. • Identify the consequences of failing to comply with cleaning and disinfection policies, including colour coding. 	
	1.7 Describe how to break the chain of infection using standard procedures for infection prevention and control	Learners should describe five methods of breaking the chain of infection using standard procedures for infection prevention and control. Your answer should identify where the chain will be broken for each method.	

	1.8 Explain how the principles of infection prevention and control apply to the healthcare cleaning operative role	Learners should explain the role of a healthcare cleaning operative in preventing and controlling infection in a healthcare environment.	
2. Understand the importance of good waste management in infection prevention and control	2.1 Identify different categories of infectious waste	Learners should describe five different categories of infectious waste.	
	2.2 Identify the risks associated with different categories of infectious waste	Learners should describe five risks associated with the different categories of infectious waste identified in AC 2.1.	
	2.3 Explain the importance of correct segregation of waste	Learners should: <ul style="list-style-type: none"> Identify the benefits of correctly segregating waste. Identify the consequences of failing to correctly segregate waste. 	
	2.4 Describe how to deal with incorrectly segregated waste	Learners should describe how to deal with incorrectly segregated waste. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
	2.5 Describe how to dispose of different types of infectious waste safely	Learners should state how to dispose of different types of infectious waste safely. Your answer should refer to: <ul style="list-style-type: none"> The basic principles of infectious waste handling. Colour coding systems used for different types of infectious waste. 	
	2.6 Describe how infectious waste should be stored prior to collection	Learners should describe how infectious waste should be stored prior to collection. Your answer should refer to: <ul style="list-style-type: none"> Specialist containers. On site storage. 	

Unit PHC2: Principles of Healthcare Cleaning

Learning Outcome	Assessment Criterion	Indicative Content	Workbook Ref
1. Understand the principles of cleaning in a healthcare environment	1.1 Define the following terms: <ul style="list-style-type: none"> Physical cleaning Disinfection Sterilisation 	Learners should define each of the terms listed.	
	1.2 Define what is meant by the term 'soil' in a healthcare cleaning environment	Learners should define the term.	
	1.3 Describe the soil classification and removal methods used for: <ul style="list-style-type: none"> Organic soiling Inorganic soiling Microbiological residues 	Learners should describe the soil classification/contaminating material and primary removal method based on best practice used for: <ul style="list-style-type: none"> Organic soiling. Inorganic soiling. Microbiological residues. 	
	1.4 Describe the following healthcare cleaning processes: <ul style="list-style-type: none"> Terminal cleans Barrier cleans Isolation cleans Discharge cleans Decontamination cleans Rapid response cleans 	Learners should describe the following healthcare cleaning processes: <ul style="list-style-type: none"> Terminal cleans (e.g. removing every detachable item from room for disinfection and then properly disinfecting all surfaces from ceiling to floor). Barrier cleans (e.g. areas where barrier nursing is being undertaken to prevent the spread of infection). Isolation cleans (e.g. procedures for cleaning isolation room or bedspace of an infected patient). Discharge cleans (e.g. procedures for cleaning room or bedspace after a patient has been discharged). Decontamination cleans (e.g. procedures for decontaminating areas and equipment). Rapid response cleans (e.g. bodily fluid, chemical spillage, hazardous waste). 	
	1.5 Explain the importance and application of Control of Substances	Learners should: <ul style="list-style-type: none"> Identify the regulations applicable to cleaning agents. 	

	Hazardous to Health (COSHH) regulations relating to cleaning agents	<ul style="list-style-type: none"> Provide two examples of how COSHH applies to cleaning agents. Include reasoning to support why COSHH is important in the healthcare cleaning setting. 	
	1.6 Describe how to calculate the dilution ratio for a given scenario	Learners should describe how to calculate the dilution ratio for a given scenario, giving at least two examples.	
2. Understand the role and responsibilities of healthcare cleaning operatives	2.1 Describe the role of a healthcare cleaning operative	Learners should describe the role of a healthcare cleaning operative. Think about the typical daily activities carried out in your role.	
	2.2 Describe healthcare cleaning operatives' responsibilities for: <ul style="list-style-type: none"> Schedules of work Recording of completed tasks Fault reporting Stock recording / ordering 	Learner must describe the responsibilities of healthcare operatives for the areas listed. Answers can be work-based or can be based on a known organisation where the learner is not yet employed within the setting and should include examples.	
	2.3 Explain what is meant by the term 'standard operating procedures' in a healthcare cleaning environment	Learners should explain what standard operating procedures are, giving two examples.	
	2.4 Explain the importance of cleaning schedules and periodic cleaning in a healthcare environment	Learners should ensure answers include: <ul style="list-style-type: none"> The benefits of schedules and periodic cleaning. The consequences of failing to use schedules and periodic cleaning. 	
	2.5 Describe how to prioritise cleaning activities in a healthcare environment	Learners should describe how to prioritise cleaning activities in a healthcare environment. Answers can be work-based or can be based on a known organisation where the learner is not yet employed within the setting and should include examples.	
	2.6 Describe the organisational procedures for reporting issues to the correct person	Learner responses should be based on the actual working environment where possible, or on a known organisation where the learner is not yet employed in the setting.	
3. Understand how to carry out cleaning in a healthcare environment	3.1 Describe how to prepare an area to be cleaned in a healthcare environment	Learners should include all steps taken to prepare an area to be cleaned using two different areas as examples.	
	3.2 Describe the cleaning methods and techniques commonly used in healthcare cleaning	Learners should include a minimum of five methods and techniques within their answer.	

	3.3 Describe what checks operatives should carry out prior to using cleaning equipment	Learners should cover principles of PAT testing to ensure safe to use.	
	3.4 Describe how to select and use correct cleaning equipment for a range of routine and specialist cleans	Learners should include a minimum of five examples that can be used for: <ul style="list-style-type: none"> • Hard floors. • Soft floors (e.g. carpets). • Semi-hard floors (e.g. wood). • Clinical areas. • Communal areas. • Dining areas. 	
	3.5 State why equipment should be cleaned and replaced when necessary	Learners should identify: <ul style="list-style-type: none"> • The benefits of clean/replace, and • The consequences of failing to clean/replace equipment when necessary. 	
4. Understand the principles of housekeeping in a healthcare cleaning storage area	4.1 Describe the process of stock checking and rotation in a healthcare cleaning storage area	Learners should include the full process from start to finish.	
	4.2 Describe the process of ordering materials required in a healthcare cleaning storage area	Learners should include the full process from start to finish.	
	4.3 Describe how to store cleaning agents and equipment to minimise the risk of; <ul style="list-style-type: none"> • Harm • Damage • Degradation • Theft • Fire 	Learners should give one example of a cleaning agent and one piece of equipment for each risk.	
	4.4 Explain how to assemble and disassemble a range of service user equipment for cleaning	Learners should include five examples of service equipment in their answer (e.g. hospital beds, trolleys and trays).	
	4.5 Explain why it is important to securely store healthcare cleaning equipment and materials	Learners should explain: <ul style="list-style-type: none"> • The benefits of secure storage of cleaning equipment and materials (including cleaning agents). • The consequences of failure to securely store equipment and materials (including cleaning agents). 	

5. Understand the principles of dealing an area contaminated by animal pests	5.1 List the animal pests that can contaminate buildings, including: <ul style="list-style-type: none"> • Vertebrate (with backbones such as rats) • Invertebrate (without back bones such as insects) 	Learners should list a minimum of three pests for each type.	
	5.2 Describe the evidence that an area has been contaminated by animal pests	Learners should describe the signs that an area has been contaminated for each of the pests identified in AC 5.1	
	5.3 Identify the risks associated with cleaning areas contaminated by animal pests	Learners should list and briefly describe the risks associated with cleaning areas contaminated by animal pests identified in AC5.1	
	5.4 Describe the methods used to clean areas contaminated by animal pests	Learners should describe the methods used to clean areas contaminated by animal pests identified in AC 5.1	
	5.5 Describe how to report areas with potential animal pest infestation to the correct person	Learners answers should be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
	5.6 Describe how to work with partners to eradicate animal pest infestations in accordance with local and national standards	Learners should: <ul style="list-style-type: none"> • Identify what local and national standards apply in their organisation (or a known organisation if not yet employed in the sector). • Identify the stakeholders/partners that should be involved. • Describe how to work with stakeholders/partners to eradicate animal pest infestations. 	

Unit PHC3: Principles of Health and Safety in Healthcare Cleaning

Learning Outcome	Assessment Criterion	Indicative Content	Workbook Ref
1. Understand the standards, policies, guidelines and procedures relating to healthcare cleaning	1.1 Describe the policies, guidelines and procedures relating to: <ul style="list-style-type: none"> • Manual handling • Waste disposal • NHS Healthcare Standards 	Using workplace examples, learners should describe the standards, policies, guidelines and procedures relating to: <ul style="list-style-type: none"> • Manual handling. • Waste disposal. • The application of NHS Healthcare Standards. 	
2. Understand the importance of risk assessment in healthcare cleaning	2.1 Define the following terms: <ul style="list-style-type: none"> • 'Hazard' • 'Risk' 	Learners should state what each of these words mean.	
	2.2 Describe the process of risk assessment	Learners should describe the process of risk assessment. Think about: <ul style="list-style-type: none"> • Filling out risk assessments. • Risk categories. • Colour coding. 	
	2.3 Explain the difference between a formal and dynamic risk assessment	Learners should be able to explain the difference between a formal and dynamic risk assessment. Your answer should: <ul style="list-style-type: none"> • Identify when these risk assessments are used in the workplace. • Identify the benefits of these types of risk assessment. • Identify any drawback to these types of risk assessment. 	
	2.4 Describe the role of risk assessment in reducing the spread of infection	Learners should set out how risk assessment is used to reduce the spread of infection. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
	2.5 Identify when there is a need to change from routine to enhanced	Learners should list and briefly describe the circumstances when there needs to be a change from routine to enhanced cleaning protocols in	

	cleaning protocols in line with the standards and policies	line with Local and National standards and policies. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
3. Understand the importance of personal hygiene in healthcare cleaning	3.1 State the importance of personal hygiene for healthcare cleaning	Learners should clearly express the importance of personal hygiene for healthcare cleaning. Think about: <ul style="list-style-type: none"> • Hand washing. • Clean uniforms. • Cross-contamination. 	
	3.2 List the facilities and equipment required for hand washing	Learners should list the facilities and equipment required for hand washing. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
	3.3 Identify when individuals are expected to wash their hands	Learners should identify five circumstances when individuals should wash their hands in a healthcare cleaning environment.	
	3.4 Outline the procedure for correct hand washing	Learners should state the steps for correct hand washing. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
	3.5 Describe “the bare below the elbow” process	Learners should describe the bare below the elbow process. Your answer must: <ul style="list-style-type: none"> • Identify what the process is. • Identify why this process is used. • Identify the key steps in the process. 	
4. Understand how Personal Protective Equipment (PPE) is used in healthcare cleaning	4.1 Identify the Personal Protective Equipment (PPE) which should be worn for different risks	Learners should: <ul style="list-style-type: none"> • Identify five types of PPE. • Identify the different risks each PPE should be worn for. 	
	4.2 Identify the responsibilities of employers relating to providing Personal Protective Equipment (PPE)	Learners should recognise the responsibilities of employers relating to providing Personal Protective	

		Equipment (PPE) under COSHH/Health and Safety at Work etc. Act 1974 for healthcare cleaning.	
	4.3 Identify the responsibilities of employees relating to the use of Personal Protective Equipment (PPE)	Learners should recognise the responsibilities of employees relating to the use of Personal Protective Equipment (PPE) under COSHH/Health and Safety at Work etc. Act 1974 for healthcare cleaning	
	4.4 State how to dispose of contaminated Personal Protective Equipment (PPE) safely	Learners should clearly express how to dispose of used, contaminated, damaged and expired Personal Protective Equipment (PPE) safely.	

Unit PHC4: Working Practices in Healthcare Cleaning

Learning Outcome	Assessment Criterion	Indicative Content	Workbook Ref
1. Know expected standards of behaviour in the workplace	1.1 State the standards of behaviour expected in the workplace	Learners should list the standards of behaviour expected in the workplace. Your answers must be based on organisation requirements where possible, or on a known organisation if not yet employed in the setting.	
	1.2 Explain the importance of presenting a positive impression to others	Learners should: <ul style="list-style-type: none"> Identify the benefits of presenting a positive impression to others. Identify the consequences of failing to present a positive impression to others. 	
	1.3 List different ways of communicating with others	Learners should be able to list five different ways of communicating with others, including: <ul style="list-style-type: none"> Members of the public. Very young patients. Patients with dementia. Patients with impaired responsiveness. 	
	1.4 State why it is important to check that they have been understood	Learners should be able to clearly express why it is important to check that they have been understood by: <ul style="list-style-type: none"> Members of the public. Very young patients. Patients with dementia. Patients with impaired responsiveness. 	
	1.5 Explain the importance of communication in managing conflict	Learners should be able to explain why it is important to communicate effectively to manage conflict. Think about: <ul style="list-style-type: none"> Communication methods. Active listening. 	
	1.6 Explain how to respond to complaints	Learners should be able to explain how to respond to complaints from customers or members of the public.	
	1.7 Explain how to resolve issues	Learners should be able to explain how to resolve issues. Think about: <ul style="list-style-type: none"> The types of issues you may encounter during your job. The methods used to resolve these issues. 	

	1.8 Explain the principles of safeguarding and data protection	Learners should be able to explain the principles of safeguarding and data protection. Think about: <ul style="list-style-type: none"> • Terminology. • GDPR and the Data Protection Act. • Safeguarding in a healthcare environment. 	
	1.9 Explain the principles of equality and diversity	Learners should be able to explain the principles of equality and diversity. Think about: <ul style="list-style-type: none"> • Terminology (e.g. equality, diversity, prejudice, discrimination etc.). • The Equality Act 2010. • Strands of Equality and Diversity. • Protected characteristics. 	
2. Know how to work as part of a team	2.1 List different ways of communicating with others in the team	Learners should be able to list three different ways of communicating with colleagues.	
	2.2 State why it is important to check that they have been understood	Learners should be able to clearly express why it is important to check that they have been understood by colleagues.	
	2.3 List tasks that may be shared in the team	Learners should be able to list tasks that may be shared in the team. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
	2.4 List the types of assistance that may be offered to colleagues	Learners should be able to list the types of assistance that may be offered to colleagues. Your answers must be based on organisation practices where possible, or on a known organisation if not yet employed in the setting.	
3. Know how to carry out work individually	3.1 Describe lone worker provisions	Learners should be able to describe lone worker provisions. Think about: <ul style="list-style-type: none"> • What lone working is. • What are an employer's responsibilities towards lone workers. • What control measures are in place to minimise the risk to lone workers. 	
	3.2 State the importance of assessing how own work is progressing	Learners should: <ul style="list-style-type: none"> • Identify how to assess how own work is progressing 	

		<ul style="list-style-type: none"> Identify the benefits of being able to assess how own work is progressing. 	
	3.3 State the importance of identifying any tasks that they will be unable to complete individually	Learners should: <ul style="list-style-type: none"> Identify the consequences of failing to identify any tasks they will be unable to complete individually when lone working. Identify how to report any tasks they will be unable to complete when lone working according to organisation policy and procedures. 	

Appendix 1: Qualification Structure

To achieve this qualification, candidates must complete four mandatory unit.

Mandatory Units

Title	Level	CIWM Unit Code	Ofqual Unit Code
Principles of Infection Prevention and Control	2	PHC1	T/618/5340
Principles of Healthcare Cleaning	2	PHC2	A/618/5341
Principles of Health and Safety in Healthcare Cleaning	2	PHC3	F/618/5342
Working Practices in Healthcare Cleaning	2	PHC4	J/618/5343

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.



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