

## FDQ - Qualification Specification

FDQ number	Qualification title	Qualification number (QN)	EQF Level	Review date
252-161	FDQ Level 3 Diploma in Cleaning Supervision Skills	600/8063/2	4	31st Jan 2027

### Qualification Purpose

This qualification is designed for learners who are working in a supervisory cleaning service role. It offers learners the opportunity to develop skills and knowledge required to confirm competence in their work role.

*Ofqual purpose D. Confirm occupational competence and/or 'licence to practice'.*

*Sub purpose D1. Confirm competence in an occupational role to the standards required.*

Learners need to be 16 years old or over to take this qualification. Learners do not require any prior qualifications or units or experience to take this qualification. This qualification is a Diploma requiring achievement of 37 credits, graded at pass/fail.

See below for: (i) a complete list of units that make up the qualification and their value within the qualification and (ii) the minimum and maximum Credits, Total Qualification Time and Guided Learning Hours.

### This qualification could lead to

The qualification will support progression to further learning in:

1. subject areas including;
  - cleaning and support services
  - cleaning operations
  - cleaning supervision

2. particular qualifications including;
  - Specialist cleaning and/or Supervisor qualifications at Levels 4 and above
3. This qualification may support employment in/into supervisor level roles including;
  - cleaning supervisor

## Qualification support

This qualification is supported by the Food and Drink Training and Education Council.

## Further Information

Further information can be obtained from our website at: <http://www.fdq.org.uk>

Or by contacting FDQ:

Tel: 0113 859 1266

Email: [fdq@fdq.org.uk](mailto:fdq@fdq.org.uk)

## Assessment

Occupational skills (OS) units are designed to assess the learner's applied skills required to demonstrate competent performance in the workplace in a defined role. Assessment of this qualification is by learner portfolio of achievement. Evidence of performance can be supplemented by other assessment evidence e.g. witness testimony, work-related questioning, workplace documentation, photographic evidence and professional discussion.

Other assessment methods may be used to assess occupational knowledge (OK) and underpinning knowledge (UK) requirements including e-assessment, multiple-choice examination and assignment. Assessment requirements are set out in individual units of assessment, see exemplar *J/600/6363 Supervise cleaning staff*. Reasonable adjustments apply that allow learner support for oral or other assessment adjustment arrangements to meet learner needs. All assessment activity is subject to internal quality assurance.

FDQ has in place a quality system comprising policies and procedures to ensure its qualifications are developed, delivered and remain fit for purpose. FDQ externally quality assures all centre assessment and internal quality assurance quality and arrangements.

## Rules of Combination (RoC)

FDQ Level 3 Diploma in Cleaning Supervision Skills	
<b>Total credits required for qualification</b>	<b>37 credits</b>
<b>Total Qualification Time (TQT)</b>	<b>370 hours</b>
Group A – mandatory	16 credits
Group B – mandatory	5 credits
Group C – optional (minimum of 4 units)	16 credits
Guided Learning Hours Range (min-max)	224-258 hours
Minimum credits at/above level	29 credits

## List of units

Unit ref	Unit type	Unit title	Level	Credit	GLH
<b>Group A Mandatory units</b>					
J/600/6363	OS/OK	Supervise cleaning staff	3	4	32
Y/600/6366	OS/OK	Contribute to the implementation of systems and best practice in cleaning	3	2	14

Unit ref	Unit type	Unit title	Level	Credit	GLH
L/600/6414	OS/OK	Support equality, diversity and individual rights in the workplace	3	4	23
L/600/9703	OS/OK	Develop and implement a risk assessment plan in own area of responsibility	4	6	20
<b>Group B Mandatory units</b>					
J/601/1515	OS/OK	Monitor and solve customer service problems	3	6	40
L/601/0933	OS/OK	Give customers a positive impression of yourself and your organisation	2	5	33
<b>Group C Mandatory units</b>					
R/601/4871	OS/OK	Examine staff turnover issues and recruit staff in a cleaning environment	3	5	32
H/502/4097	OS/OK	Contribute to the control of resources	3	4	30
H/600/6418	OS/OK	Supervise the cleaning of food areas	3	3	25
K/600/6419	OS/OK	Provide guidance, resources and support to enable staff to minimise the risks of spreading infection when cleaning	3	4	26
D/600/6420	OS/OK	Maintain a sustainable environment in cleaning	3	3	17
M/600/9600	OS/OK	Set objectives and provide support for team members	3	5	35

Unit ref	Unit type	Unit title	Level	Credit	GLH
H/600/6421	OS/OK	Train and develop cleaning staff	3	4	32
L/503/9631	OS/OK	Working in Facilities Services	2	3	20
T/504/6198	OS/OK	Encourage colleague involvement in recycling	3	3	22
H/504/6200	OS/OK	Principles of managing and resolving conflict	3	3	20
A/504/6199	OS/OK	Implement quality management systems	3	2	16
J/503/9353	OS/OK	Understanding performance management	3	2	7

## Exemplar unit of assessment

Title	Supervise cleaning staff				
Ofqual unit ref	J/600/6363				
Level	3	Credit value	4	GLH	32
Learning outcomes		Assessment criteria			
The learner will:		The learner can:			
1. Understand how to plan the work of cleaning staff		1.1 Explain the importance of ensuring staff understand the requirements of a piece of work 1.2 Explain the importance of knowing what resources are available before planning work 1.3 Explain how to identify the requirements of a piece of work and the resources needed to complete it 1.4 Explain how to develop staff rotas and schedules 1.5 Explain why it is important to have a contingency plan 1.6 Assess how to make best use of the abilities and diversity of staff 1.7 Explain why it is important to consult other people about work plans 1.8 Describe the type of constraints which may influence planning 1.9 Describe situations which may cause plans to require updating			

	<p>1.10 Explain the importance of checking that staff have understood the briefing</p>
<p>2. Understand how to monitor the work of cleaning staff</p>	<p>2.1 Interpret the areas of health and safety legislation which are relevant to cleaning staff</p> <p>2.2 Interpret the areas of employment law which are relevant to cleaning staff</p> <p>2.3 Explain the importance of ensuring staff are meeting agreed requirements</p> <p>2.4 Explain how to observe staff carrying out work without causing disruption to them</p> <p>2.5 Explain the types of support cleaning staff may require whilst carrying out their work</p> <p>2.6 Explain how support can be best provided to cleaning staff during cleaning</p> <p>2.7 Explain the types of problems which may occur during cleaning</p> <p>2.8 Explain how to deal effectively with problems which occur during cleaning</p>
<p>3. Understand how to give cleaning staff feedback on their work</p>	<p>3.1 Explain the importance of providing staff with clear, objective feedback on their work</p> <p>3.2 Explain the factors which should be considered when choosing a time and location to provide feedback to cleaning staff</p> <p>3.3 Explain how different methods of providing</p>

	<p>staff with feedback may be used</p> <p>3.4 Explain the importance of praising staff's achievements</p> <p>3.5 Explain the importance of identifying areas where staff can improve their performance</p> <p>3.6 Explain the importance of showing respect for staff members when providing feedback</p> <p>3.7 Explain the importance of confidentiality when providing feedback to staff</p> <p>3.8 Explain how providing staff with feedback helps to motivate them and gain their commitment</p>
<p>4. Be able to plan the work of cleaning staff</p>	<p>4.1 Collect relevant information about the work that must be planned</p> <p>4.2 Identify the requirements that must be met and the resources that are available for the work</p> <p>4.3 Allocate staff resources in a way that makes best use of their abilities</p> <p>4.4 Allocate physical resources according to requirements</p> <p>4.5 Develop contingency plans for things that may not go to plan</p> <p>4.6 Check plans with appropriate people</p> <p>4.7 Review and revise plans to take into account feedback and changes in</p>



	<p>requirements or resources</p> <p>4.8 Perform a briefing for cleaning staff on the plans and check their understanding</p>
5. Be able to monitor the work of cleaning staff	<p>5.1 Observe cleaning staff carrying out tasks to ensure their work meets the required standard</p> <p>5.2 Provide staff with support as necessary</p> <p>5.3 Deal with any problems as they arise within the limits of own responsibility</p>
6. Be able to give cleaning staff feedback on their work	<p>6.1 Provide staff with clear, objective feedback as soon as possible after the event, in a suitable environment</p> <p>6.2 Make constructive suggestions to staff about how they can improve their performance</p> <p>6.3 Allow staff the opportunity to respond to feedback and agree next steps</p>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	<p>This unit supports workforce development for those who are responsible for the work of a team. The team in this case could be two or more people that you supervise permanently or staff that you supervise on a temporary basis.</p> <p>The unit is designed primarily team leaders who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.</p>
Assessment requirements or guidance	This unit is designed to test the skills of learners in

<p>specified by a sector or regulatory body (if appropriate)</p>	<p>the workplace who supervise cleaning staff. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all the assessment criteria. This will be achieved by presenting relevant evidence of workplace performance, and may be supported by witness testimony and other workplace evidence.</p>
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