

## CU966 Use of Different Chemicals and Equipment in Housekeeping

### Unit summary

This unit is about choosing the right cleaning chemicals, using the chemicals correctly and disposing of them safely. This unit also covers using manual equipment (such as wet mops, dry mops, dusters and buckets) and electrical equipment (such as suction cleaners and spray extractors).

### Evidence requirements

<b>CU966</b>	<b>Use of different chemicals and equipment in housekeeping</b>
<b>Learning outcome 1</b>	<b>Be able to work using different chemicals</b>
The assessor <u>must</u> assess assessment criteria 1.1-1.5 by directly observing the candidate's work.	
What you must <b>COVER</b> for Learning outcome 1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>▪ at least <b>three</b> from <b>chemicals</b> <ul style="list-style-type: none"> <li>a) <b>multi-surface cleaner</b></li> <li>b) <b>toilet cleaner</b></li> <li>c) <b>glass cleaner</b></li> <li>d) <b>air freshener</b></li> <li>e) <b>polish</b></li> <li>f) <b>sanitizer</b></li> <li>g) <b>other</b></li> </ul> </li> </ul> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony</p>

<b>CU966</b>	<b>Use of different chemicals and equipment in housekeeping</b>
<b>Learning outcome 3</b>	<b>Be able to work using manual equipment</b>
The assessor <u>must</u> assess assessment criteria 3.1-3.5 by directly observing the candidate's work.	
What you must <b>COVER</b> for Learning outcome 3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>▪ at least <b>five</b> from <b>equipment</b> <ul style="list-style-type: none"> <li>a) mop systems for wet use</li> <li>b) mop systems for dry use</li> <li>c) colour-coded cloths</li> <li>d) duster</li> <li>e) bucket</li> <li>f) sponge/non-abrasive pad</li> <li>g) brushes</li> <li>h) dustpan</li> <li>i) abrasive pad</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.</p>

<b>CU966</b>	<b>Use of different chemicals and equipment in housekeeping</b>
<b>Learning outcome 5</b>	<b>Be able to work using electrical equipment</b>
The assessor <u>must</u> assess assessment criteria 5.1-5.5 by directly observing the candidate's work.	
What you must <b>COVER</b> for Learning outcome 5	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>▪ at least <b>one</b> from <b>equipment</b> <ul style="list-style-type: none"> <li>a) <b>vacuum cleaners</b></li> <li>b) <b>suction dryers</b></li> <li>c) <b>polishers/burnishers</b></li> <li>d) <b>scrubbers</b></li> <li>e) <b>spray extractors</b></li> </ul> </li> <li>▪ at least <b>two</b> from <b>attachments</b> <ul style="list-style-type: none"> <li>a) <b>hard/soft floor attachments</b></li> <li>b) <b>upholstery attachments</b></li> <li>c) <b>brushes/pads</b></li> <li>d) <b>crevice tools</b></li> <li>e) <b>spray extractors/nozzles</b></li> <li>f) <b>hoses</b></li> </ul> </li> <li>▪ at least <b>two</b> from <b>chemicals</b> <ul style="list-style-type: none"> <li>a) <b>carpet shampoo</b></li> <li>b) <b>foam inhibitor</b></li> <li>c) <b>spray polish</b></li> <li>d) <b>floor maintainer</b></li> <li>e) <b>floor stripper</b></li> <li>f) <b>degreasers</b></li> <li>g) <b>greasy stain removers</b></li> <li>h) <b>non-greasy stain removers</b></li> <li>i) <b>cleaning granules</b></li> </ul> </li> </ul> <p>Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. For this unit, the assessor is only required to collect supplementary evidence for:</p> <ul style="list-style-type: none"> <li>▪ two from equipment</li> <li>▪ three from attachments</li> <li>▪ three from chemicals</li> </ul>

**Description of evidence or activity**

**CU966 Use of Different Chemicals and Equipment in Housekeeping**

<b>Date</b>	<b>Description of evidence/activity</b>	<b>APP/Box number</b>	<b>Assessor signature</b>	<b>IV initial</b>

<b>Learning outcome 1: Be able to work using different chemicals</b>					
<b>Assessment criteria</b>					
1.1 obs	Choose correct chemicals for areas going to be cleaned				
1.2 obs	Wear appropriate protective clothing				
1.3 obs	Prepare and use <b>chemicals</b> in line with the manufacturers' instructions, using the correct equipment				
1.4 obs	Store chemicals securely				
1.5 obs	Complete relevant documentation in line with organisational procedures				

<b>What you must cover for Learning outcome 1</b>						
<b>C1</b>	<b>Chemicals (obs at least 3)</b>					
	a	multi surface cleaner				
	b	toilet cleaner				
	c	glass cleaner				
	d	air freshener				
	e	polish				
	f	sanitizer				
	g	other				

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<b>Learning outcome 2: Understand how to work using different chemicals</b>					
<b>Assessment criteria</b>					
2.1	State the basic legal requirements relating to safe working practices when using cleaning chemicals				
2.2	Describe the warning signs used on cleaning chemicals containers and what they mean				
2.3	State how to select appropriate chemicals for a full range of cleaning jobs				
2.4	State why it is important to wear protective clothing when using chemicals				
2.5	State why it is important to follow manufacturers' instructions for cleaning chemicals				
2.6	Explain why it is dangerous to mix certain types of chemicals together				
2.7	State what might happen if relevant legal requirements for this sort of work are not followed				
2.8	State why work routines and sequences need to be followed				
2.9	Describe what precautions should be made to the work area before using chemicals				
2.10	State documents that should to be completed when using chemicals				
2.11	Outline the types of problems and unexpected situations that may happen when preparing and using chemicals and how to deal with these				

<b>Learning outcome 3: Be able to work using manual equipment</b>					
<b>Assessment criteria</b>					
3.1 obs	Choose correct <b>equipment</b> for areas going to be cleaned				
3.2 obs	Prepare areas for cleaning				
3.3 obs	Use <b>equipment</b> safely, correctly and where appropriate using correct chemicals				
3.4 obs	Leave areas clean and tidy and free from debris				
3.5 obs	Store <b>equipment</b> in line with organisational procedures				

<b>What you must cover for Learning outcome 3</b>						
<b>C1</b>	<b>Equipment</b>					
	<b>(obs at least 5)</b>					
	a	mop systems for wet use				
	b	mop systems for dry use				
	c	colour coded cloths				
	d	duster				
	e	bucket				
	f	sponge/ non-abrasive pad				
	g	brushes				
	h	dustpan				
i	abrasive pad					

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.

<b>Learning outcome 4: Understand how to work using manual equipment</b>					
<b>Assessment criteria</b>					
4.1	State the basic legal requirements relating to safe working practices when using manual cleaning equipment				
4.2	Explain how to choose manual cleaning equipment for the types of cleaning to be carried out				
4.3	State why it is important to follow manufacturers' instructions for manual equipment				
4.4	State why the equipment should be cleaned and stored correctly after use				
4.5	Outline the types of problems and unexpected situations that may happen when preparing and using manual cleaning equipment and how to deal with these				

<b>Learning outcome 5: Be able to work using electrical equipment</b>					
<b>Assessment criteria</b>					
5.1 obs	Choose the correct <b>equipment</b> and <b>chemicals</b> for the area to be cleaned				
5.2 obs	Check that <b>equipment</b> is safe to use				
5.3 obs	Select and use correct <b>attachments</b> for <b>equipment</b>				
5.4 obs	Use <b>equipment</b> , <b>attachments</b> and <b>chemicals</b> in line with manufacturers' instructions				
5.5 obs	Store <b>equipment</b> and <b>attachments</b> correctly an in line with the manufactures' instructions				

<b>What you must cover for Learning outcome 5</b>						
<b>C1</b>	<b>Equipment</b> (obs at least 1)					
	a	vacuum cleaners				
	b	suction dryers				
	c	polishers/ burnishers				
	d	scrubbers				
	e	spray extractors				
<b>C2</b>	<b>Attachments</b> (obs at least 2)					
	a	hard/ soft floor attachments				
	b	upholstery attachments				
	c	brushes/ pads				
	d	crevice tools				
	e	spray extractors/ nozzles				
	f	hoses				
<b>C3</b>	<b>Chemicals</b> (obs at least 2)					
	a	carpet shampoo				
	b	foam inhibitor				
	c	spray polish				
	d	floor maintainer				
	e	floor stripper				
	f	degreasers				
	g	greasy stain removers				
	h	non-greasy stain removers				
	i	cleaning granules				

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. For this unit, the assessor is only required to collect supplementary evidence for:

- two from equipment
- three from attachments
- three from chemicals



<b>Learning outcome 6: Understand how to work using electrical equipment</b>					
<b>Assessment criteria</b>					
6.1	State current relevant legislation relating to safe working practices when using cleaning chemicals and electrical equipment				
6.2	State the main dangers when using electrical equipment and how to avoid these				
6.3	Describe safe handling and lifting techniques				
6.4	State why safe carrying and lifting techniques should be used				
6.5	State what factors need to be taken into account when using electrical equipment				
6.6	Describe the types of problems and unexpected situations that may happen when preparing and using electrical cleaning equipment and how to deal with these				