



Chartered  
Institute of  
Housing  
Awarding  
organisation

# Qualification specification

## CIH Award in Neighbourhood Maintenance at SCQF Level 5

### Introduction

The Chartered Institute of Housing (CIH) is the independent voice for housing and the home of professional standards. CIH is a registered charity and not-for-profit organisation.

The CIH Awarding Organisation (AO) provides nationally recognised housing qualifications, regulated by The Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Scotland Accreditation, Council for the Curriculum, Examinations and Assessment Regulation (CCEA Regulation) and Qualifications Wales (QW). We are dedicated to providing the highest quality, relevant and up-to-date qualifications for aspiring professionals in the sector.

The purpose of the qualification specification is to provide the user with information about the units which make up this qualification, the qualification structure, assessment methods and quality assurance requirements associated with the qualification.

The qualification reference number is R800 04.  
The operational start date is 19 April 2023.  
The CIH scheme code is 5S08.

### Contact us

For any queries relating to the qualification specification e-mail [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

Date	Version	Summary of Changes
March 2024	0324	Information on student membership removed.
September 2024	0924	Registration info updated. Assessment method info updated. Information on quality assurance process updated. Information on other relevant documents updated. Staffing guidance updated. Phone number updated in footer.
November 2024	1124	Reference to CCEA updated to CCEA Regulation.
January 2026	2601	Updated references to SQA Accreditation to Qualifications Scotland Accreditation. Replaced reference to the centre handbook to the policies and guidance documents.

## About the qualification

The qualification is a vocationally related qualification for the housing sector, regulated by Qualifications Scotland Accreditation.

The objective of this qualification is to provide learners with the skills and knowledge required to maintain communal areas of housing estates and neighbourhoods.

The qualification aims to:

- Recognise competence in the field of estate or neighbourhood maintenance
- Enable frontline workers to undertake their work more effectively.

The qualification is suitable for learners:

- Aged 16+
- Who are working in the housing sector undertaking estate or neighbourhood maintenance.

## Entry requirements

CIH AO do not set entry requirements. CIH AO recommend that in order to pursue achievement of the qualification, the learner will:

- Have the potential and opportunity to gain the qualification
- Be working in estate and neighbourhood maintenance in housing or a housing related organisation.

Further details of the level that the learner needs to be able to achieve are provided in the section on SCQF level 5 descriptors.

## Progression routes

The learner may wish to progress onto further learning by specialising in their particular skills or studying a generalist property maintenance qualification at a higher level.

## SCQF Level 5 descriptors

The SCQF level 5 descriptors indicate the level that a learner must be working at in order to achieve the qualification.

They are not to be used as marking criteria but may be used as an initial assessment tool to determine the level of learners.

National 5, Modern Apprenticeship and SVQ 2 are examples of qualifications at this level.

Characteristic		The following descriptions are for guidance only-it is not expected that every point will be covered.
1	<b>Knowledge and understanding</b>	Demonstrate and/or work with: <ul style="list-style-type: none"> <li>• Basic knowledge</li> <li>• A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector</li> <li>• Knowledge and understanding of basic processes, materials and terminology.</li> </ul>
2	<b>Practice: applied knowledge, skills and understanding</b>	<ul style="list-style-type: none"> <li>• Relate knowledge and ideas to personal and/or practical contexts</li> <li>• Use a range of skills associated with the subject/discipline/sector to complete some routine and non-routine tasks</li> <li>• Plan and organise both familiar and unfamiliar tasks</li> <li>• Select appropriate tools and materials and use them safely and effectively</li> <li>• Adjust tools where necessary following safe practices.</li> </ul>
3	<b>Generic cognitive skills</b>	<ul style="list-style-type: none"> <li>• Use a process to deal with a problem, situation or issue that is straightforward</li> <li>• Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical.</li> </ul>
4	<b>Communication, ICT and numeracy skills</b>	Use a range of routine skills, for example: <ul style="list-style-type: none"> <li>• Produce and respond to detailed written and oral communication in familiar contexts</li> <li>• Use standard ICT applications to process, obtain and combine information</li> <li>• Use a range of numerical and graphical data in routine contexts that may have some non-routine elements.</li> </ul>
5	<b>Autonomy, accountability and working with others</b>	<ul style="list-style-type: none"> <li>• Work alone or with others on tasks with minimum directive supervision</li> <li>• Agree goals and responsibilities for self and/or work team</li> <li>• Take lead responsibility for some tasks</li> </ul>

Characteristic	The following descriptions are for guidance only-it is not expected that every point will be covered.
	<ul style="list-style-type: none"> <li>• Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes.</li> </ul>

For a comparison of qualification levels across the UK see <https://scqf.org.uk/wp-content/uploads/2024/08/qualifications-can-cross-boundaries-aug-23.pdf>

## Qualification structure

Qualification title: CIH Award in Neighbourhood Maintenance at SCQF Level 5.

Learners must achieve 5 mandatory units (8 credits) in order to be awarded the qualification.

CIH AO expects that centres may deliver the qualification in more or less time according to the plan they have approved by CIH AO prior to the start of the course.

The units may be delivered in any order.

The qualification is awarded on the basis of Pass / Refer / Fail.

## Mandatory units

The qualification contains the following 5 mandatory units equating to 8 credits.

Unit title	SCQF Level	SCQF Credit	Page
<a href="#">Portray a positive personal image</a> Unit number UR65 04	4	2	12
<a href="#">Clean and maintain external surfaces and areas</a> Unit number UR66 04	5	2	14
<a href="#">Clean glazed surfaces and facades</a> Unit number UR67 04	5	1	17
<a href="#">Assist with the maintenance of grass surfaces</a> Unit number UR68 04	5	1	20
<a href="#">Safe operation of powered garden machinery</a> Unit number UR69 04	5	2	21

## Delivering the qualification

### Approval to deliver the qualification

CIH AO centres must be approved by CIH AO to deliver the qualification. Learner registrations will not be accepted until this process is complete.

### Registering learners and fees

Prior to the delivery of the qualification, you must register each learner with CIH AO. A fee is payable for each learner. The list of fees is available on our website at the following link: [www.cih.org/education/qualifications/deliver-our-qualifications](http://www.cih.org/education/qualifications/deliver-our-qualifications). For more information on terms of payment please refer to our invoicing policy.

### Equality and diversity

Equality diversity and inclusion (ED&I) considerations were made during the development of this qualification to promote access and minimise bias. It is the centre's responsibility to ensure that ED&I considerations are made as part of the delivery and assessment of this qualification.

CIH AO expect ED&I to be integrated into the delivery process for every learning outcome even where there are no specific assessment criteria for ED&I.

### Contextualisation of learning outcomes and assessment criteria

Centres must contextualise the delivery and assessment of units according to the local and sectoral circumstances of the group of learners they are delivering to (e.g. a question relating to law would be applied to the law of the country in which the group of learners operate).

### Staff occupational competency requirements

Assessments for CIH qualifications are designed (subject to review) and implemented by approved centre staff. It is the responsibility of the approved centre to establish and maintain a suitably experienced and qualified staffing base.

While there is an expectation that, in most cases, staff are equipped with the experience and qualifications indicative of their role, a degree of flexibility can be permitted where the centre can demonstrate the requirements across the staffing base more broadly, indicating that sufficient support and oversight can be applied as needed. This approach may be implemented where staff are studying towards additional qualifications.

## Sector Experience Requirements (all staff roles)

All centre staff roles (Tutor, Assessor, IQA) must satisfy at least one of the following requirements:

- A recognised Housing, or Housing-related qualification at SCQF level 5 (RQF level 2) or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification SCQF level 5 (RQF level 2) or above within an agreed time period, or;
- Minimum 2-years' experience of working in a Housing or Housing-related organisation at Officer-level or above, or;
- Professional-level membership of a recognised Housing professional body.

## Indicative Role-Specific Requirements

Role*	Indicative Responsibilities	Indicative Requirements
<b>Tutor</b>	<ul style="list-style-type: none"> <li>• Delivery of programme content</li> <li>• Interpretation of unit assessment criteria</li> <li>• Facilitating learning</li> <li>• Lesson planning</li> <li>• Learner support and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L3 Teaching qualification, e.g., L3 Award in Education and Training (or equivalent PTLLS) <b>or</b></li> <li>• 12 months' teaching experience</li> </ul>
<b>Assessor</b>	<ul style="list-style-type: none"> <li>• Design and development of assessment materials</li> <li>• Evaluating learner achievement against learning outcomes and assessment criteria</li> <li>• Learner support and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L3 Assessor qualification (part of the Training, Assessment and Quality Assurance qualifications framework), e.g. L3 Award in Assessing Vocationally Related Achievement (or equivalent A1 Award / D32/D33 Units)</li> </ul>
<b>IQA</b>	<ul style="list-style-type: none"> <li>• Management and oversight of IQA strategy</li> <li>• Sampling assessor judgements to ensure accuracy and consistency</li> <li>• Observation of teaching</li> <li>• Monitoring assessment practices</li> <li>• Assessor support and feedback</li> <li>• Coordinating / overseeing standardisation activity</li> <li>• Sharing best practice</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L4 IQA qualification, e.g., L4 Award in the Internal Quality Assurance of Assessment Processes and Practice (or equivalent V1 Internal Verifier Award / D34)</li> </ul>

\*It is understood that, in many cases, centre staff will undertake more than one role, e.g., Tutor and Assessor. Note that an IQA must not be involved in the delivery or assessment of any qualification / unit they review.

Further details on current teaching and assessing qualifications can be found on the websites of the appropriate UK qualifications regulators for England, Wales, Northern Ireland and Scotland.

## **Trainee staff**

Trainee Tutors, Assessors and IQAs must complete a relevant qualification within one year of commencing in the role. Any trainee staff should be subject to increased internal sampling and supervision until the role requirements are fully satisfied.

## **Continued Professional Development**

All centre staff must keep an ongoing accurate record of any CPD activities in the Housing or Housing-related sector, as well as any activity relating to assessment and IQA. Records of CPD activities may be requested at any time.

## **Assessment**

Centres must refer to the CIH AO assessment policies and guidance documents prior to developing their courses and associated assessments.

The purpose of assessment is to provide a consistent and valid judgement that learners have met the standard required to achieve the qualification. The assessment criteria contained in each unit indicate the evidence learners will need to produce to demonstrate that they have achieved the learning outcomes.

All assessment for the qualification is devised by the centre, marked by the centre and then must be internally quality assured (by the centre) and externally quality assured (by the CIH AO).

## **Assessment principles**

In devising and delivering assessments the following principles must be followed.

### **Validity**

An assessment is valid if it is clear and unambiguous 'does what it says on the tin', if it is fit for purpose, and the assessment outcomes meet their intended uses.

### **Reliability**

An assessment is reliable if its results are not influenced by chance, and the assessment process generates outcomes which would be replicated were the assessment repeated.

### **Comparability**

The assessment outcomes are comparable in standards between assessments within a qualification, between similar qualifications, with other awarding organisations, and over time.

## **Manageability**

The assessment is easily managed, and the management process is one which places reasonable demands on centres and learners. Reasonableness will be based on the scale of the assessment process balanced by the usefulness of the outcomes.

## **Minimise bias**

An assessment does not produce unreasonably adverse outcomes for learners who share a common attribute (and) is related to fairness to all learners and statutory equality duties.

## **Centre devised assessments**

The CIH AO's approach to the assessment of qualifications is to enable centres to devise the assessments. This is to allow for appropriate assessment that reflects the unique learning experience and local circumstances of specific groups of learners.

Centres are expected to create assessment strategies that directly meet the needs of their learner groups and take into account the requirements of local employers.

## **Assessment methods**

CIH AO encourage the use of a range of assessment methods to be included in your assessment strategy and associated assessment briefs, providing that they meet the assessment principles outlined above, and are appropriate to the assessment criteria. Suitable assessment methods could include:

- Coursework
- Portfolio of evidence
- Task based assessments
- E-assessment
- Demonstration/ assignment
- Professional discussion/ interview
- Presentation.

Guidance on the use of assessment methods can be found in the assessment policies and guidance documents. If you have additional or innovative assessment methods that you would like to employ, please contact us for further advice.

## **Special considerations and reasonable adjustments**

CIH AO requires centres to be compliant with the CIH AO special considerations and reasonable adjustments policy. A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the reliability and validity of the assessment outcomes. The centre is required to implement the adjustments to assessment and to notify CIH AO of this.

A special consideration may be given to a learner following a scheduled assessment, for example:

- If the learner misses part of the assessment due to circumstances beyond their control  
Or
- The learner is present for the assessment but may have been disadvantaged by:
  - Temporary illness
  - Injury
  - Adverse circumstances which arose at or near the time of assessment.

If the centre approves or rejects a special consideration (such as a small post assessment adjustment to the mark of the learner or an adjustment to the assessment submission date) it must retain evidence of its decision for scrutiny by the CIH AO.

## External quality assurance

As an Awarding Organisation, CIH must ensure that all programme delivery, assessment, and Internal Quality Assurance (IQA) practices undertaken by approved Centres is subject to external scrutiny to verify that reliable, consistent and compliant practices are in place.

All approved CIH centres are subject to a range of External Quality Assurance (EQA) processes and procedures, including an annual quality assurance audit, ongoing assessment sampling, and regular review of the conditions of Centre Approval.

CIH's EQA strategy is designed to be responsive to centre-risk characteristics, and to variations in centre delivery models and qualification size and level.

Specific details about how EQA processes are applied to each centre will be communicated by the CIH Quality Assurance Team.

For further information, please consult the CIH quality assurance policies and documents or contact the QA Team at the following address: [quality.assurance@cih.org](mailto:quality.assurance@cih.org)

## Other documents of relevance

CIH AO have a number of policies, and other guidance documents that your centre must be familiar with alongside this qualification specification to support the design, delivery, assessment, and quality assurance of CIH AO qualifications.

These documents can be found in our centre administration system Parnassus.

If you require a login or support to access Parnassus contact [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

Centres seeking approval by CIH AO can gain access to these documents on request where needed to support with the approval process, by contacting [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

## Portray a positive personal image

<b>SCQF unit level:</b>	4
<b>SCQF unit credit value:</b>	2
<b>Unit reference number:</b>	UR65 04
<b>CIH AO reference number:</b>	NM201
<b>Unit status:</b>	Mandatory

### Unit purpose/aim

The unit aims to provide learners with the skills and understanding for dealing with customers and portraying a positive image of themselves and the organisation they represent.

Learning outcomes	Assessment criteria
1. Be able to establish an effective rapport with customers.	1.1 Demonstrate a standard of appearance and behaviour that complies with the organisation's requirements. 1.2 Demonstrate how to greet a customer respectfully and in a friendly manner. 1.3 Communicate with customers in a way that makes them feel valued and respected. 1.4 Identify the customer's expectations. 1.5 Demonstrate how to treat the customer courteously and helpfully at all times. 1.6 Demonstrate how to keep the customer informed and reassured. 1.7 Demonstrate how to adapt behaviour to respond effectively to different customer behaviour.
2. Be able to respond appropriately to customers.	2.1 Respond promptly to a customer seeking assistance. 2.2 Select the most appropriate way of communicating with the customer. 2.3 Check with the customer that their expectations have been fully understood. 2.4 Respond promptly and positively to the customers' questions and comments. 2.5 Demonstrate how to allow the customer time to consider the response and give further explanation when appropriate.
3. Be able to communicate information to customers.	3.1 Demonstrate how to quickly locate and provide information that will help the customer. 3.2 Identify information that the customer might find complicated and check whether they fully understand.

Learning outcomes	Assessment criteria
	3.3 Demonstrate how to clearly inform the customer of any reasons why their needs or expectations cannot be met.

## Clean and maintain external surfaces and areas

<b>SCQF unit level:</b>	5
<b>SCQF unit credit value:</b>	2
<b>Unit reference number:</b>	UR66 04
<b>CIH AO reference number:</b>	NM202
<b>Unit status:</b>	Mandatory

### Unit purpose/aim

The unit aims to provide learners with the skills and understanding for cleaning and maintaining external surfaces and areas, including identifying the methods, products and tools to be used and using them effectively.

Learning outcomes	Assessment criteria
1. Understand how to prepare to clean and maintain external surfaces and areas.	1.1 List the permits and checks that may be required for the task. 1.2 State the location of the job and how to get to that location. 1.3 Describe how environmental conditions can affect: <ul style="list-style-type: none"> <li>• The cleaning to be carried out</li> <li>• The equipment which can be used.</li> </ul> 1.4 State how to inspect a work area to decide what cleaning needs to be carried out. 1.5 State the standards of appearance and behaviour required. 1.6 State the importance of wearing the required personal protective equipment and for others to see it being worn. 1.7 Explain why it is important to inspect the work area for public access. 1.8 Describe the best methods and materials for carrying out a specific task identifying possible alternatives. 1.9 Describe why it is important to estimate the time required for the job.
2. Understand how to clean and maintain external surfaces and areas.	2.1 State the techniques to be used with chosen equipment and materials. 2.2 Describe the tasks that need to be performed. 2.3 Describe the consequences of: <ul style="list-style-type: none"> <li>• Using wrong equipment</li> <li>• Using wrong materials</li> <li>• Not following manufacturer's instructions.</li> </ul>

Learning outcomes	Assessment criteria
	<p>2.4 State how to change between cleaning methods to cope with different environmental conditions.</p> <p>2.5 Describe methods that can be used for cleaning external surfaces and areas.</p> <p>2.6 State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this.</p> <p>2.7 State the importance of checking the quality of work as it is being done.</p> <p>2.8 Describe the organisational requirements for dealing with and reporting accidental damage.</p> <p>2.9 State the organisational requirements for reporting difficulties which may arise.</p>
<p>3. Know how to complete the cleaning activity.</p>	<p>3.1 State why tools and equipment should be cleaned after use.</p> <p>3.2 State the location of the storage areas for equipment and materials.</p> <p>3.3 State why storage areas should be kept clean, safe and secure.</p> <p>3.4 Describe the organisational requirements for organising replacement and extra resources.</p>
<p>4. Be able to prepare to clean and maintain external surfaces and areas.</p>	<p>4.1 Identify the area to be cleaned and the order in which tasks need to be done.</p> <p>4.2 Assess the impact of environmental conditions (i.e. temperature, rain, humidity, wind and ice) on the order of tasks.</p> <p>4.3 Select tools and equipment for the task, taking into account:</p> <ul style="list-style-type: none"> <li>• Efficiency</li> <li>• Risk</li> <li>• Time</li> <li>• Weather conditions.</li> </ul> <p>4.4 Check that the tools and equipment required are available for use.</p> <p>4.5 Select and wear appropriate personal protective equipment for the task.</p> <p>4.6 Check that the equipment can be used safely in the work area.</p> <p>4.7 Deal with unattended items following organisational requirements.</p>
<p>5. Be able to clean and maintain external surfaces and areas.</p>	<p>5.1 Carry out work in a way which does not affect other exterior surfaces and areas.</p> <p>5.2 Use the correct cleaning method for the work area and surface.</p>

Learning outcomes	Assessment criteria
	<p>5.3 Adapt the cleaning methods according to available equipment and environmental conditions.</p> <p>5.4 Report any difficulties in carrying out the work in line with organisational requirements.</p> <p>5.5 Deal with accidental damage.</p>
<p>6. Be able to complete the cleaning process.</p>	<p>6.1 Organise replacement resources as required.</p> <p>6.2 Clean tools and equipment after use.</p> <p>6.3 Return tools and equipment to the correct place and store securely.</p> <p>6.4 Report tools and machinery in need of repair.</p>

## Clean glazed surfaces and facades

<b>SCQF unit level:</b>	5
<b>SCQF unit credit value:</b>	1
<b>Unit reference number:</b>	UR67 04
<b>CIH AO reference number:</b>	NM203
<b>Unit status:</b>	Mandatory

### Unit purpose/aim

The unit aims to provide learners with the skills and understanding necessary for cleaning glazed surfaces and facades, including health and safety and finishing techniques.

Learning outcomes	Assessment criteria
1. Understand how to clean glazed surfaces and façades.	1.1 Describe the procedures for entering and leaving the workplace. 1.2 Describe how to inspect surfaces. 1.3 Describe the importance of reporting defects on surfaces. 1.4 State why the equipment should be clean before use. 1.5 Describe procedures for closing windows and openings before cleaning. 1.6 Describe the importance of windows and openings being closed before cleaning. 1.7 Describe advantages of treating surfaces before applying cleaning agents. 1.8 State organisational requirements for: <ul style="list-style-type: none"> <li>• Cleaning glazed surfaces and façades</li> <li>• Equipment that should be used for cleaning glazed surfaces and façades.</li> </ul> 1.9 Describe the techniques that should be used to avoid personal injury or strain. 1.10 State where to find the manufacturer's instructions for operating equipment or machinery. 1.11 State organisational requirements for reporting faults and emergencies.
2. Understand how to finish cleaning glazed surfaces and façades and reinstate the work area.	2.1 State the techniques and equipment for removing excess water. 2.2 Describe different treatments that can be applied to surfaces upon completion of cleaning. 2.3 Describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning.

Learning outcomes	Assessment criteria
	<p>2.4 State the importance of reinstating the area.</p> <p>2.5 State the organisational requirements for disposing of waste.</p> <p>2.6 State the importance of cleaning equipment and machinery after use.</p> <p>2.7 State the organisational requirements for cleaning equipment and machinery after use.</p> <p>2.8 State where cleaning equipment and machinery should be stored.</p>
<p>3. Be able to clean glazed surfaces and façades.</p>	<p>3.1 Follow procedures for entering the work area.</p> <p>3.2 Inspect the surface to identify any defects prior to cleaning.</p> <p>3.3 Report defects on surfaces according to organisational requirements.</p> <p>3.4 Check that all cleaning equipment is clean and free of residue.</p> <p>3.5 Check that all windows and openings are closed before cleaning.</p> <p>3.6 Select and display appropriate warning signs clearly.</p> <p>3.7 Treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents.</p> <p>3.8 Use approved methods and equipment to carry out cleaning.</p> <p>3.9 Use techniques that reduce risks of personal strain and injury.</p> <p>3.10 Use cleaning equipment according to manufacturer's instructions and organisational requirements.</p> <p>3.11 Report any previously unidentified damage.</p> <p>3.12 Check that the work area is not over-wetted.</p> <p>3.13 Follow organisational requirements in the event of a fault or emergency.</p>
<p>4. Be able to finish cleaning of glazed surfaces and façades and reinstate the work area.</p>	<p>4.1 Remove excess water from the surface and leave it streak free.</p> <p>4.2 Check that all surfaces are dry upon completion of cleaning.</p> <p>4.3 Apply treatments or protective coatings to surfaces following cleaning.</p> <p>4.4 Check that accessories, fittings, frames and furniture are free of cleaning residue.</p> <p>4.5 Reinstatement the work area.</p>

Learning outcomes	Assessment criteria
	<p>4.6 Dispose of waste in accordance with organisational requirements.</p> <p>4.7 Check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning.</p> <p>4.8 Return tools and equipment to the correct storage area.</p>

## Assist with the maintenance of grass surfaces

<b>SCQF unit level:</b>	5
<b>SCQF unit credit value:</b>	1
<b>Unit reference number:</b>	UR68 04
<b>CIH AO reference number:</b>	NM204
<b>Unit status:</b>	Mandatory

### Unit purpose/aim

The unit aims to provide learners with the skills necessary to be able to assist with maintaining grass surfaces, including tools and equipment and health and safety considerations.

Learning outcomes	Assessment criteria
1. Be able to assist with maintaining grass surfaces.	1.1 Ensure that conditions and the surface are suitable for maintenance in accordance with instruction. 1.2 Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained. 1.3 Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions. 1.4 Carry out the work so that the grass height and edges meet requirements. 1.5 Report any problems as soon as possible to the appropriate person. 1.6 Minimise any damage to grass, features, services and wildlife on the site. 1.7 Dispose of grass cuttings correctly. 1.8 Leave the site in a clean and tidy condition. 1.9 Clean and store tools and equipment promptly and securely.
2. Be able to work safely.	2.1 Maintain the health and safety of self and others at all times. 2.2 Select, prepare and use tools and equipment safely, efficiently, and correctly.

## Safe operation of powered garden machinery

<b>SCQF unit level:</b>	5
<b>SCQF unit credit value:</b>	2
<b>Unit reference number:</b>	UR69 04
<b>CIH AO reference number:</b>	NM205
<b>Unit status:</b>	Mandatory

### Unit purpose/aim

The unit aims to provide learners with the skills necessary to operate powered garden machinery safely.

Learning outcomes	Assessment criteria
1. Be able to identify potential hazards and risks associated with powered garden machinery.	1.1 Identify the risks associated with powered garden machinery. 1.2 Assess the hazards associated with powered garden machinery.
2. Be able to select and wear appropriate personal protective equipment and clothing.	2.1 Select and correctly wear the appropriate personal protective equipment and clothing/equipment required.
3. Be able to carry out pre-start checks on powered garden machinery.	3.1 Assess the condition and serviceability of powered garden machines.
4. Be able to check that all safety signage, guards and devices are in position and operating correctly.	4.1 Define the meaning of the different safety decals (signage). 4.2 Identify the position of guards and confirm that they are in place, correctly fitted, and secure. 4.3 Demonstrate that all safety devices are operational (as applicable to machine).
5. Be able to identify the controls of powered garden machinery and define their function.	5.1 Identify the controls of a range of powered garden machinery and demonstrate their correct use.
6. Be able to adjust a limited range of garden machinery for specified tasks.	6.1 Perform pre-operation adjustments to powered garden machines prior to 'work' to accommodate the operator. 6.2 Carry out simple adjustments to different types of powered garden machine prior to 'work' to suit task.
7. Be able to use garden machinery safely and effectively.	7.1 Demonstrate safe use of different powered garden machinery. 7.2 Demonstrate efficient working practice and correct technique using different powered garden machinery.
8. Be able to clean and check garden machinery after use.	8.1 Wear correct personal protective equipment for cleaning garden machinery.

Learning outcomes	Assessment criteria
	8.2 Perform post operative cleaning operations and checks on powered garden machinery.
9. Know how to correctly dispose of waste associated with the use of powered garden machinery.	9.1 Specify how to dispose of waste correctly.

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