apprenticeship
FRAMEWORK

Cleaning and Environmental Support Services (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03689

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Cleaning and Environmental Support Services (England)

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Framework summary

Cleaning and Environmental Support Services

Intermediate Apprenticeship in Cleaning and Environmental Support Services

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Cleaning & Support Services

Competence qualifications available to this pathway:

C1 - Level 2 Certificate in Cleaning and Support Services Skills

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Cleaning Principles

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Local Environmental Services

Competence qualifications available to this pathway:

C1 - Level 2 Certificate in Local Environmental Services Skills

Knowledge qualifications available to this pathway:

K1 - Award in Cleaning Principles

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 3: Pest Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Pest Management

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Cleaning and Environmental Support Services

Advanced Apprenticeship in Cleaning and Environmental Support Services

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Cleaning Supervision

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Diploma in Cleaning Supervision Skills

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

The Building Futures Group

The Apprenticeship sector for occupations in property, housing, and facilities management and cleaning.

Issue number: 15	**This framework includes:**
Framework ID: FR03689	Level 2 Level 3
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

This apprenticeship has been designed with the help of employers to attract new people into the Cleaning and Environmental Support Service sector and to upskill the existing workforce with qualifications at or above Level 2. The Intermediate Apprenticeship has three pathways, Cleaning & Support Services, Local Environmental Services and Pest Management.

The new Advanced Apprenticeship in Cleaning Supervision has been developed as a route from Level 2 for those looking to progress in the sector as Supervisors or Team Leaders.

Cleaning covers a variety of job roles within a wide range of organisations. Job titles could be hygiene operative, specialist cleaner, window cleaner and passenger transport valet.

Local Environmental Services involves a combination of cleaning and horticultural skills. Apprentices would normally work for local authorities and housing associations. Job titles could be neighbourhood services assistant or operative.

Pest Management is a new pathway and involves the controlled management of pests. Apprentices would normally work for pest control organisations, local authorities or within larger cleaning or facilities management companies. Job titles include Pest Management Technician or Operative.

Contact information

Proposer of this framework

Asset Skills have developed this framework with the input and on behalf of employers within the sector. Consultation took place during the development of each pathway with relevant employers and industry stakeholders.

The Cleaning & Support Services pathway was developed through consultation with Interserve, OCS, Mitie and Rentokil Initial.

The Local Environmental Services pathway was developed through consultation with local authorities in the North East.

The Pest Management pathway was developed with the input of and through consultation with key industry employers and trade association representatives through the Pest Control Education and Training Forum. This quarterly forum including the employers Rentokil, Killgerm and Ecolab, and the trade associations, the British Pest Control Association (BPCA) and National Pest Technicians Association (NPTA) were attended by Asset Skills, and used a platform to receive feedback and consult on what industry required to be included in the framework components.

The Cleaning Supervision pathway was developed following industry feedback that a progression route from Level 2 was required. Working with industry employers and stakeholders including Interserve, OCS, Mitie and G4S both through electronic consultation and face to face meetings, Asset Skills has developed the Level 3 pathway to provide a clear progression route both for those new to and already working in the Cleaning industry.

Developer of this framework

Name:	Gill Spatcher
Organisation:	The Building Futures Group
Organisation type:	Sector Skills Council
Job title:	Apprenticeships Manager
Phone:	020 7920 9632
Email:	gspatcher@thebuildingfuturesgroup.com
Postal address:	Room 17-19 Lower Ground Floor Salisbury House London Wall London EC2M 5QQ
Website:	www.thebuildingfuturesgroup.com

Issuing Authority's contact details

Issued by:	The Building Futures Group
Issuer contact name:	Julie Freemantle
Issuer phone:	020 7920 9632
Issuer email:	jfreemantle@thebuildingfuturesgroup.com

Revising a framework

Contact details

Who is making this revision:	Gill Spatcher- Apprenticeships Manager
Your organisation:	The Building Futures Group
Your email address:	gspatcher@thebuildingfuturesgroup.com

Why this framework is being revised

To add BIIAB qualifications to the Intermediate and Advanced frameworks and to remove qualifications which are no longer operational.

Summary of changes made to this framework

see above

Qualifications removed

501/0852/9 Ascentis Level 2 Certificate in Cleaning & Support Services Skills

501/0289/8 Pearson EDI Level 2 Certificate in Cleaning & Support Services Skills

500/7583/4 Pearson EDI Level 2 Certificate in Cleaning Principles

Qualifications added

601/7748/2 BIIAB Level 2 Certificate in Cleaning and Support Services (QCF)

601/7770/6 BIIAB Level 2 Certificate in Cleaning Principles (QCF)

601/7741/X BIIAB Level 3 Diploma in Cleaning Supervision Skills (QCF)

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Definition of Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Cleaning and Environmental Support Services

Cleaning and Environmental Service professionals make a difference to all our lives, although the work often goes 'unseen'. Cleaners ensure that the places we work in and the public places we use are attractive, safe and hygienic. In hospitals cleaning staff are at the forefront of controlling the spread of infection, and in many walks of life cleaners ensure a hazard free environment by ensuring it is safe and clean for the general public.

The Intermediate framework has three pathways, Cleaning & Support Services, Local Environmental Services and Pest Management.

Cleaning & Support Services covers the following job roles: building interiors cleaner, hygiene operative, facilities operative, specialist cleaning operative, window cleaner and food premises cleaner. Apprentices could work in a variety of settings such as hospitals, schools, factories, state of the art offices and shopping centres.

Local Environmental Services covers the job roles of neighbourhood services assistant or operative. The role involves a combination of cleaning and horticultural skills, such as hard and soft landscaping and grounds maintenance. Apprentices following this pathway would normally work for local authorities and housing associations in settings such as parks, cemeteries and crematoria, public rights of way, countryside recreation sites and open spaces around people's homes and council buildings.

Pest Management covers the job roles of Pest Management Technician or Operative. The role

involves identifying, controlling or eliminating pests/vermin in customers' homes and businesses by utilising a variety of methods such as applying pesticides and laying traps. The work also involves offering advice on preventative measures and suitable methods of control.

Pest Management provides protection from the risks of pest related contamination and damage that can result in a loss of reputation and business as well as a significant fine. The UK pest control industry practices self-regulation. As a result there are significant differences in the way services are delivered by each company, ranging from the unskilled and liberal spraying of insecticides to the use of best practice.

There is no competency based qualification in pest management and it is felt that the development of such areas within the apprenticeship will help to raise standards and ensure that personnel have the practical skills relating to the safe use of pesticides and in particular green pest control methods. The apprenticeship will also help to develop important skills such as communication and customer service skills, whilst numeracy skills will be important in measuring and calculating the correct doses of pesticides.

The availability of the apprenticeship itself will be an incentive for employers to train their staff in the new competency requirements and the necessary functional and personal, learning and thinking skills.
Research carried out by the British Pest Control Association (BPCA) shows that staff qualified to Level 2 generate almost £260 a week more business for their employer and therefore receive better wages (BPCA, 2012). 36% of pest controllers have below level 2 or no qualifications. (Taken from the Annual Population Survey 2010)

The Advanced Apprenticeship in Cleaning Supervision has been developed to provide a clear progression route for both people already working in the sector at Level 2, and to highlight the career pathway for those new to or contemplating joining the sector.

The Asset Skills State of the Sector report for Cleaning (2012), states that supervisory and strong team leadership skills are key during the economic downturn to ensure businesses are able to secure and retain business. Efficient working of staff, making the most of their skills and expertise is vital to operating in the most effective way possible.

Being able to retain and gain new contracts requires an understanding of customer requirements and being able to deal with increasing customer demands. Raising the standards of supervisory training is paramount and the apprenticeship with its inclusion of communication skills and wider soft skills, such as problem solving will help to raise the overall quality of training. Asset Skills State of the Sector report shows that in the cleaning sector only 9% have Level 3 qualifications as compared to 18% for all UK sectors. The proportion of cleaning staff in the UK aged under 25 is lower than the average across all UK sectors, whilst the proportion aged over 54 is higher, suggesting that there may be a requirement to attract younger staff.

Almost 1 in 27 of the working population is in the cleaning sector. The vast majority of companies within the sector are small in size and employ 10 or fewer people. However, 50% of all employees within the sector work in organisations of 200 people or more. Asset Skills research indicates that a high proportion of companies are looking to grow over the next 3 years and 27% of companies plan to move into new areas of activity.

Challenges faced by Cleaning companies include:

- attracting staff into the job - the poor perception of the sector means that it is often difficult to attract skilled people into the profession
- shortage of skilled workers - 72% of the the workforce have no qualifications
- skills gaps in management & leadership, green issues, technical, literacy and numeracy skills
- keeping up with frequently changing legislation
- under pressure to continue to provide its clients with a high level of service at a lower cost

Future competencies required by the sector include:

- Management and Leadership
- Communication Skills
- English for speakers of Other Languages (ESOL)
- Knowledge and awareness of 'green' products
- Employability skills for those entering elementary job roles
- Technical knowledge

Employers have been involved with the design of the qualifications in this framework which will develop the critical skills required within the sector. The framework has also been updated to meet the requirements of the Specification of Apprenticeship Standards for England and NAS statement on apprenticeship delivery.

The framework will also contribute to meeting the wider skills priorities for England by:

- providing flexible access to a high quality level 2 programme which acts as an alternative to GCSEs for those who prefer this style of learning
- incorporating skills to improve the general literacy, numeracy in England
- using technical and competence qualifications, valued by employers, to help their confidence and creativity, improving their social and working lives
- developing apprentice's employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training

http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1273-skills-for-sustainable-growth-strategy-summary

Aims and objectives of this framework (England)

The aim of the apprenticeship is to attract new people into the sector and to up-skill the existing workforce to enable employers to remain competitive and profitable. The objectives are as follows:

1. upskill the existing workforce by qualifying them to at least Level 2
2. attract new people into the sector, especially young people who are under-represented
3. develop literacy, numeracy and customer service skills which are seen as skills gaps
4. develop technical skills and raise knowledge and awareness of green products and sustainability issues
5. provide a career pathway into the sector leading to Level 3 Cleaning Supervision roles

Please refer to the Asset Skills website for more information:

http://www.assetskills.org/Research/LabourMarketInformation/LabourMarket.aspx?#ResearchStateoftheSector

Entry conditions for this framework

Employers are looking to attract applicants from a wide range of backgrounds and experience. There are no minimum requirements and formal qualifications are not necessary. Applicants will be expected to have basic literacy and numeracy skills on which this apprenticeship will build, whilst being willing to work as part of a team and have a keen interest in providing high standards of customer service.

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

If working as a window cleaner or as a specialist cleaner there will be a need to work at heights and in enclosed spaces. If taking the Local Environmental Services or Pest Management pathways, apprentices will be expected to work outdoors in all weather conditions.

If taking the Cleaning Supervision pathway, apprentices will be expected to be working in a position where they are supervising others.

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Cleaning and Environmental Support Services

Pathways for this framework at level 2

Pathway 1:	Cleaning & Support Services
Pathway 2:	Local Environmental Services
Pathway 3:	Pest Management

Level 2, Pathway 1: Cleaning & Support Services

Description of this pathway

Cleaning & Support Services- minimum 41 credits

- 18 for Competence,
- 13 for Knowledge,
- 10 for FS English and Maths.

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway, but apprentices may be required to work at heights or work in confined spaces.

Job title(s)	Job role(s)
Passenger Transport Cleaner	Cleaning interior upholstery and applying specialist treatments to the bodywork of vehicles. Interacting with customers and dealing with queries.
Industrial Cleaner	Working within a manufacturing plant cleaning specialist machinery and communicating with the customer or members of staff.
Caretakers	Carry out minor repairs, strip and polish hard floors and general maintenance such as gutter clearance. Answering queries from the general public and liaising with other members of staff.
Window Cleaners	Maintenance and protection of glass and frames. Could use water fed poles and abseiling techniques for which specialist training will be given. Liaising with the customer.
Street Cleansing Operatives	Removing waste and detritus from pedestrian areas, grass verges, parks, roads and pavements. Could be performed manually or the driving of mechanised equipment. Could involve the exterior cleaning of buildings. Dealing with queries from the general public
Hygiene and Cleaning Operative	Cleaning internal surfaces to prevent the spread of germs and bacteria and to maintain a healthy environment. Communicating with the customer and dealing with queries.
Specialist Carpet and Flooring Cleaners	Stripping, cleaning and polishing of a variety of floor surfaces and the cleaning of upholstery and carpets, applying protective treatments and finishes. Communicating with the customer and dealing with queries.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Cleaning and Support Services Skills

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8104/4	City & Guilds	18	129-180	N/A
C1b	500/9310/1	FDQ	18	180-240	N/A
C1c	500/9242/X	EDEXCEL	18	130-180	N/A
C1d	501/0473/1	NCFE	18	129-197	N/A
C1e	501/0327/1	NOCN	18	129-180	N/A
C1f	501/1890/0	WAMITAB	18	129-197	N/A
C1g	600/0309/1	Skillsfirst	18	180-240	N/A
C1h	600/3829/9	HABC	18	127-180	N/A
C1i	601/2334/5	iCQ	18	129-180	N/A
C1j	600/7438/3	IQ	18	129-180	N/A
C1k	601/3009/X	FAQ	18	129 -180	N/A
C1l	601/6595/9	TQUK	18	130-180	N/A
C1m	601/7748/2	BIIAB	18	130 - 180	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Cleaning Principles					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/5637/2	City & Guilds	13	110	N/A
K1b	500/5848/4	FDQ	13	110	N/A
K1c	500/9522/5	EDEXCEL	13	110	N/A
K1d	601/0791/1	NCFE	13	110	N/A
K1e	600/0033/8	WAMITAB	13	110	N/A
K1f	600/0311/X	Skillsfirst	13	110	N/A
K1g	600/4631/4	NOCN	13	110	N/A
K1h	600/3901/2	HABC	13	110	N/A
K1i	601/1382/0	IQ	13	110	N/A
K1j	601/2335/7	iCQ	13	110	N/A
K1k	601/3024/6	FAQ	13	110	N/A
K1l	601/6594/7	TQUK	13	110	N/A
K1m	601/7770/6	BIIAB	13	110	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Certificate in Cleaning Principles provides the underpinning knowledge and understanding for the competency based Certificate in Cleaning and Support Services Skills, and also has a broader range of knowledge for sustainability issues.

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Job profiles have been reviewed with employers finding that the tasks currently performed by cleaners do not require the inclusion of the ICT Functional Skills. Apprentices do not have access to computers and would tend to use portable PDA units for communication.

Progression routes into and from this pathway

Progression into the Intermediate Level Apprenticeship in Cleaning & Support Services

Apprentices can enter Cleaning from any background and qualifications are not essential.

Progression from the Intermediate Level Apprenticeship in Cleaning & Support Services

- Advanced Apprenticeship in Cleaning Supervision
- Advanced Apprenticeship in Facilities Management
- Qualifications in Team Leading
- Progression to team leader, supervisor roles
- Into higher level management positions, managing several contracts and a large number of staff

Upon completion of the apprenticeship an employee can apply for membership of the professional organisation the British Institute of Cleaning Science (BICS)

For further information about careers in cleaning visit:

http://www.asse tskills.org/CareersandTraining/CareersHome.aspx

Employee rights and responsibilities

Within the Cleaning pathway of this apprenticeship, there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them.

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme. ERR will be delivered through one of two options, either a checklist or workbook, which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR.

RECOGNITION OF ERR:

On completion of the ERR checklist or workbook, the evidence must be placed in the apprentice's portfolio for quality assurance purposes. The workbook declaration of completion sheet must be signed by the apprentice and training provider, or employer, and uploaded to ACE in order to claim the final certification and as proof that the ERR mandatory element has been completed.

The checklist and workbook can be found on the Asset Skills website:
http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Level 2, Pathway 2: Local Environmental Services

Description of this pathway

Local Environmental Services- minimum 40 credits

- 20 for Competence,
- 10 for Knowledge,
- 10 for FS English and Maths.

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway, but apprentices must enjoy working outdoors in all weathers, and be prepared to operate cleaning machinery.

Job title(s)	Job role(s)
Neighbourhood Services Operative	Removal and recycling of waste, grass-cutting, hedge trimming, planting, pruning and seeding. Cleaning building facades and exteriors. Responding to queries from the general public.
Specialist Neighbourhood Services Operative	Hard and soft landscaping, grounds maintenance work, tree care and plant propagation. Care and basic maintainance of building facades and exteriors. Responding to queries from the general public.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Local Environmental Services Skills					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	501/1053/6	City & Guilds	20	140-184	N/A
C1b	600/1980/3	WAMITAB	20	140-184	N/A
C1c	600/2280/2	EDEXCEL	20	140-184	N/A

Knowledge qualifications available to this pathway

K1 - Award in Cleaning Principles					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/0648/1	City & Guilds	10	88	N/A
K1b	600/1698/X	WAMITAB	10	88	N/A
K1c	600/1721/1	EDEXCEL	10	88	N/A
K1d	601/0790/X	NCFE	10	88	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Award in Cleaning Principles provides the underpinning knowledge and understanding for the mandatory units within the Certificate in Local Environmental Services Skills, and also has a broader range of knowledge for sustainability issues. The apprentice must complete a minimum of 8 credits from the Lantra units from the Certificate in Local Environmental Services Skills. One of those units must be from the following list where the knowledge will be assessed via independent methods:

- Clearing horticultural and landscaping sites
- Preparing ground for seeding and planting
- Establishing plants and/or seeds in soil
- Maintain the health of sports turf
- Use and maintain non-powered and hand-held powered tools and equipment
- Set out and mark out landscape sites to establish grassed and planted areas (Level 3 unit)

The selection of one of the above units can be part of the 8 credits required for the qualification, or as an additional unit, depending on the learner and employer requirements.

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Job profiles have been reviewed with employers finding that the tasks currently performed by Local Environmental Operatives do not require the inclusion of ICT Functional Skills. Apprentices do not have access to computers and would tend to use portable PDA units for communication.

Progression routes into and from this

pathway

Progression into the Intermediate Level Apprenticeship in Local Environmental Services

Apprentices can enter Local Environmental Services from any background and qualifications are not essential.

Progression from the Intermediate Level Apprenticeship in Local Environmental Services

- Advanced Apprenticeship in Cleaning Supervision
- Advanced Apprenticeship in Horticulture
- Level 3 qualification in Cleaning Supervision Skills
- Advanced Apprenticeship in Waste & Sustainable Resource Management
- Progression to team leader, supervisor roles

Further information on careers in the sector can be found at:

http://www.asse tskills.org/CareersandTraining/CareersHome.aspx

Employee rights and responsibilities

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.
ERR will be delivered through an ERR checklist only, which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR.

RECOGNITION OF ERR:

On completion of the ERR checklist the checklist must be placed in the apprentice's portfolio for quality assurance purposes. The workbook declaration of completion sheet must be signed by the apprentice and training provider, or employer, and uploaded to ACE in order to claim the final certification and as proof that the ERR mandatory element has been completed.

The checklist can be found on the Asset Skills website,
http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Level 2, Pathway 3: Pest Management

Description of this pathway

Pest Management- minimum 51 credits

- 31 Competency
- 10 Knowledge
- 10 for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway, but apprentices may be required to work at heights, in confined spaces or outdoors in all weathers.

Job title(s)	Job role(s)
Pest Management Technician	Pest management technicians identify, control and eliminate pests or vermin, such as: birds, rabbits, rats, grey squirrels, mice and various insects, using a range of methods, equipment and chemicals. They also advise customers on preventative measures and suitable methods of control.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Pest Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	600/7800/5	Royal Society for Public Health (RSPH)	41	201	N/A

Relationship between competence and knowledge qualifications

The Diploma in Pest Management provides the underpinning knowledge and competence to carry out the role of a Pest Management Technician.

This qualification covers the minimum of 10 credits for competence and 10 for knowledge. The breakdown of the credits and where they are included in the Mandatory units is outlined below,

- Health, Safety and Legal Aspects of Pest Management (3 Knowledge)
- Invertebrate Pest Management (3 Knowledge)
- Vertebrate Pest Management (3 Knowledge)
- Techniques for the Management of Vertebrate Pests (4 Competency)
- Techniques for the Management of Invertebrate Pests (4 Competency)
- Develop Yourself in the Job Role (1 Knowledge, 1 Competence)
- Apply the Principles of Health and Safety at Work (8 Competency)
- Apply Techniques for the Management of Vertebrate and Invertebrate Pests (14 Competency)

This confirms the coverage of the minimum 10 credits of both Knowledge and Competence.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Job profiles have been reviewed with employers finding that the tasks currently performed Pest Management Operatives do not require the inclusion of ICT Functional Skills. Apprentices do not have access to computers and would tend to use portable PDA units for communication.

Progression routes into and from this pathway

Progression into this Intermediate Level Apprenticeship in Pest Management

Apprentices can enter the industry from any background with or without industry experience. Qualifications are not essential.

Progression from this apprenticeship

- Advanced Apprenticeship in Facilities Management
- Advanced Apprenticeship in Cleaning Supervision
- RSPH Level 3 qualifications in Pest Management
- Progression to supervisor roles in Pest Management

For further information about careers visit:

http://www.asse tskills.org/CareersandTraining/CareersHome.aspx

Employee rights and responsibilities

Within the Pest Management pathway of this apprenticeship, there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them.

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme. ERR will be delivered through one of two options, either a checklist or workbook, which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR.

RECOGNITION OF ERR:

On completion of the ERR checklist or workbook, the evidence must be placed in the apprentice's portfolio for quality assurance purposes. The workbook declaration of completion sheet must be signed by the apprentice and training provider, or employer, and uploaded to ACE in order to claim the final certification and as proof that the ERR mandatory element has been completed.

The checklist and workbook can be found on the Asset Skills website:
http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Cleaning and Environmental Support Services

Pathways for this framework at level 3

Pathway 1:	Cleaning Supervision

Level 3, Pathway 1: Cleaning Supervision

Description of this pathway

Cleaning Supervision- 47 credits

- 11 Competetency credits minimum*
- 10 Knowledge credits minimum*
- 10 for FS English and Maths

*Remaining 16 credits to be achieved from combined Optional units

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions

Job title(s)	Job role(s)
Cleaning Supervisor or Team Leader	Cleaning supervisors have overall responsibility for the day-to-day cleaning operation so that the building and its surrounding area are clean and safe for people to live or work in. They undertake cleaning tasks with additional responsibilities like administration and supervision.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Cleaning Supervision Skills					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	500/9338/1	City & Guilds	37	227	N/A
B1b	600/3294/7	Edexcel	37	227	N/A
B1c	600/0612/2	Skillsfirst	37	227	N/A
B1d	600/8063/2	FDQ	37	224	N/A
B1e	601/6593/5	TQUK	37	227	N/A
B1f	601/7741/X	BIIAB	37	227	N/A

Relationship between competence and knowledge qualifications

The Level 3 Diploma in Cleaning Supervision Skills provides the underpinning knowledge and competency for this framework. The required minimum 10 credits of Knowledge and Competence are covered within the Mandatory units as detailed below,

Mandatory Group A

- Supervise cleaning staff (2 Knowledge, 2 Competence)

- Contribute to the implementation of systems and best practice in cleaning (1 Knowledge, 1 Competence)

- Support equality, diversity and individual rights in the workplace (4 Knowledge)

- Develop and implement a risk assessment plan in own area of responsibility (2 Knowledge, 4 Competence)

Mandatory Group B

- Monitor and solve customer service problems (1 Knowledge, 5 Competence)

OR

- Give customers a positive impression of yourself and your organisation (1 Knowledge, 4 Competence)

Further Knowledge and Competence aspects will be covered by completing units to the value of 16 credits in Optional Group C.

Apprentices who have already achieved competence and/or knowledge outcomes before entry to the Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

ICT Functional Skills is not a mandatory requirement for this framework. The work roles have varying levels of ICT requirements/ usage and the generic ICT Functional Skills are seen too broad to accommodate this. Training will be given to apprentices to use in-house reporting systems.

Progression routes into and from this pathway

Progression into the Advanced Level Apprenticeship in Cleaning Supervision

- Intermediate Apprenticeship in Cleaning and Environmental Support Services

- Intermediate Apprenticeship in Facilities Services
- Level 2 qualifications in related service industry areas.

Progression from the Advanced Level Apprenticeship in Cleaning Supervision

- Higher Level Apprenticeships in Facilities Management
- Foundation Degree in Environmental Cleaning Management (FdSc)
- Cleaning Services Management postions, managing departments and large numbers of staff

Further information on careers in the sector can be found at:

http://www.asse tskills.org/CareersandTraining/CareersHome.aspx

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

DELIVERY AND ASSESSMENT OF ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme. ERR will be delivered through a workbook which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR.

RECOGNITION OF ERR:

Asset Skills has developed an ERR workbook which meets the nine national outcomes. This workbook is mandatory and it is intended to be completed during induction. The workbook must be assessed and must be signed off by the apprentice, the training provider and the employer. The workbook must be retained in the apprentice's portfolio for quality assurance purposes.

The workbook declaration of completion sheet must be signed by the apprentice and training provider, or employer, and uploaded to ACE in order to claim the final certification and as proof that the ERR mandatory element has been completed.

The workbook can be downloaded at:

http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Cleaning sector is predominately white (88% in England) and around 58% are female. Nearly half of the cleaning workforce (47%) are aged over 45; a small proportion (10%) are aged 16 - 24 and 18% have a disability.

Likely reasons for these imbalances include:

- part time work tends to attract more women
- cleaning is not seen as an attractive industry for young people who are not aware that long term career prospects can be good in the sector

As Pest Management is a new pathway, detailed information is not available yet.

Asset Skills is taking the following steps to address diversity issues in the workforce:

- Raising awareness in schools about Cleaning and Local Environmental Services as a career through work with school careers advisors and career fairs
- Women and work project encouraging women to develop and fulfill their potential
- Use of non stereotypical images on the careers website and materials
- Case studies for apprentices which reflect more young people and those from BME groups

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry and encourage social inclusion. Therefore entry conditions to this framework are extremely flexible. The Cleaning and Environmental Services apprenticeship is also about encouraging social inclusion, ensuring that more people in the sector achieve at least Level 2 qualifications, including literacy and numeracy skills.

The addition of the Cleaning Supervision pathway offers a progression route for those already in the sector, and shows to those contemplating entry that there are careers available and opportunities to progress.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the Industry, using the 9 protected characteristics of :

1. Age
2. Disability
3. Gender
4. Gender reassignment

5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

Asset Skills will monitor take up and achievement of all Apprenticeships through its Employer Board meetings and Apprenticeship Review and Approvals Group (ARAG), and continue to take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

The total minimum amount of on and off the job guided learning hours (GLH) for the Intermediate apprenticeship is made up as follows:

Intermediate Cleaning & Support Services pathway (330 GLH)

- 130 GLH for the Certificate in Cleaning Support Services
- 110 GLH for the Certificate in Cleaning Principles
- 45 GLH for Level 1 Functional Skills Mathematics
- 45 GLH for Level 1 Functional Skills in English

Intermediate Local Environmental Services pathway (330 GLH)

- 152 GLH for the Certificate in Local Environmental Services
- 88 GLH for the Award in Cleaning Principles
- 45 GLH for Level 1 Functional Skills Mathematics
- 45 GLH for Level 1 Functional Skills English

Intermediate Pest Management pathway (323 GLH)

- 201 GLH for the Diploma in Pest Management
- 45 GLH for Level 1 Functional Skills Mathematics
- 45 GLH for Level 1 Functional Skills English
- 20 GLH for PLTS and ERR induction and recording
- 12 GLH for mentoring

Advanced Cleaning Supervision pathway (349 GLH)

- 227 GLH for the Diploma in Cleaning Supervision Skills
- 45 GLH for Level 1 Functional Skills Mathematics
- 45 GLH for Level 1 Functional Skills English
- 20 GLH for PLTS and ERR induction and recording
- 12 GLH for mentoring

All pathways

The minimum duration of this apprenticeship is 12 months. For apprentices aged 19 or over, the length of the programme can be reduced for relevant prior learning which has been recorded. Where this is the case, the framework will not be less than 6 months and must include new skills and new learning.

GLH are delivered during contracted working hours and the working week for an apprentice is recommended to be 30 hours, unless the employment pattern in the sector is part time in which case apprentices must work a minimum of 16 hours a week. If this is the case, the Apprenticeship must be extended in order for the apprentice to complete the GLH.

Minimum off-the-job guided learning hours

Off-the-job GLH are the hours associated with learning that takes place "away from the immediate pressures of the job" for example, in a training room on the employers' premises.

Intermediate Cleaning & Support Services and Local Environmental Services pathways

The minimum off-the-job GLH for this apprenticeship is 155, which primarily represents 110 GLH for the Cleaning Principles Certificate/ Award, and the knowledge requirement for the horticuture units contained within the Local Environmental Services qualification.

A further 45 GLH is to be covered through the Functional Skills components. GLH used for progress reviews and mentoring, PLTS and ERR induction and recording can also be counted as off-the-job. Please see the section below.

Intermediate Pest Management pathway

The minimum off-the-job GLH for this apprenticeship is 145, which primarily represents 78 GLH for the knowledge aspects of the Pest Management Diploma.

A further 45 GLH is to be covered through the Functional Skills components. 22 GLH is to be used for progress reviews and mentoring, PLTS and ERR induction and recording can also be counted as off-the-job. Please see the section below.

Advanced Cleaning Supervision pathway

The minimum off-the-job GLH for this apprenticeship is 175, which primarily represents 108 GLH for the knowledge aspects of the Cleaning Supervision Skills Diploma.

A further 45 GLH is to be covered through the Functional Skills components. 22 GLH is to be used for progress reviews and mentoring, PLTS and ERR induction and recording can also be counted as off-the-job. Please see the section below.

How this requirement will be met

Off-the-job GLH is defined as Guided Learning Hours which are spent away from the immediate pressures of the apprentice's job but which may still be delivered in the workplace. Off-the-job GLH should be delivered during contracted working hours and can be delivered through the following:

- Group teaching
- Individual teaching
- E-learning
- Coaching & progress reviews
- Mentoring
- Feedback and assessment
- Private study
- Appraisals
- Company training and inductions
- PLTS/ ERR/ Apprenticeship inductions
- Individual and group teaching relating to Functional Skills qualifications

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- recording will be via a log sheet, time sheets and registers.

Evidence for Intermediate pathway off-the-job GLH will include:

- Level 2 Certificate/ Award in Cleaning Principles for Cleaning and Local Environmental Services
- Level 2 Diploma in Pest Management
- PLTS Checklist signed by apprentice and tutor/assessor
- ERR Checklist signed by the training provider and the apprentice
- Functional Skills certificates
- A signed declaration form confirming that the off-the-job GLH has been met.

http://www.assetskills.org/QualificationsAndSt

andards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Evidence for Advanced pathway off-the-job GLH will include:

- Knowledge aspects of the Level 3 Diploma in Cleaning Supervision Skills
- PLTS sign off by the apprentice and tutor/assessor
- ERR sign off by the training provider and the apprentice
- Functional Skills certificates
- A signed declaration form confirming that the off-the-job GLH has been met.

http://www.assetskills.org/QualificationsAndSt
andards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Minimum on-the-job guided learning hours

Intermediate Pathways

Cleaning & Support Services- On-the-job GLH is 175 over a period of 12 months. 130 GLH from the Certificate in Cleaning and Support Services, and 45 from the Functional Skills components.

Local Environmental Services- On-the-job GLH is 175 over a period of 12 months. 130 from the Certificate in Local Environmental Services, and 45 from the Functional Skills components.

Pest Management- On-the-job GLH is 178 over a period of 12 months. 123 GLH from the Diploma in Pest Management, 45 from the Functional Skills components and 10 for PLTS.

Advanced Cleaning Supervision pathway

On-the-job GLH is 174 over a period of 12 months. 119 GLH from the Diploma in Cleaning Supervision Skills, 45 from the Functional Skills components and 10 for PLTS.

How this requirement will be met

On-the-job GLH consists of learning which encourages and enables apprentices to demonstrate practical job related skills and to practice and apply these skills in the context of a job.

On-the-job should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- recording will be via a simple log of hours, timesheet or a diary.

Examples of on-the-job guided learning include the following:

- practicing skills
- completing real work activities
- individual and group teaching
- individual and group teaching relating to the Functional Skills qualifications
- coaching and mentoring sessions
- learning with peers
- job shadowing
- company training/briefings
- safe use of equipment

Evidence for Intermediate pathways on-the-job GLH will include:

Relevant certificate of completion,

- Level 2 Certificate in Cleaning & Support Services
- Level 2 Certificate in Local Environmental Services Skills
- Level 2 Diploma in Pest Management

Plus,

- Functional Skills certificates
- PLTS Checklist signed by apprentice and tutor/assessor
- ERR Checklist signed by apprentice and tutor/assessor
- A signed declaration form confirming that on-the-job GLH has been met

http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Evidence for Advanced pathway on-the-job GLH will include:

- Level 3 Diploma in Cleaning Supervision Skills completion certificate
- PLTS sign off by the apprentice and tutor/assessor
- ERR sign off by the training provider and the apprentice
- Functional Skills certificates
- A signed declaration form confirming that the on-the-job GLH has been met.

http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Personal, Learning and Thinking Skills have been mapped to the mandatory units of the component qualifications. The mandatory units are assessed by the training provider and quality assured by the Awarding Organisation. Asset Skills has produced a PLTS mapping and guidance document for each pathway.

Evidencing of PLTS

Intermediate- Apprentices will be able to choose which PLTS documentation to complete. This gives the apprentice the flexibility to complete PLTS in a way that is most appropriate to them. The apprentice in conjunction with their assessor will need to complete the PLTS checklist or workbook, to ensure they have an awareness of the requirements and can evidence where they have demonstrated the skills.

Advanced- Apprentices will need to complete the PLTS workbook in order to evidence PLTS and to help them recognise the skills they have developed.

Both Levels- The checklist or workbook will need to be placed in the apprentice's portfolio for quality assurance purposes and the sign off sheet uploaded to ACE for final certification.

The PLTS Checklist, Workbook and the mapping documentation can be found on the Asset Skills website: http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/CleaningServicesApprenticeshipInformation.aspx

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Apprentices must be introduced to Creative Thinking during induction so that they learn to

recognise for themselves when and where they are practicing these skills.

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence

Apprentices must be introduced to Independent Enquiry during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Apprentices must be introduced to Reflective Learning during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others

Apprentices must be introduced to Team Working during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Apprentices must be introduced to Self Management during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own

Apprentices must be introduced to Effective Participation during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Additional employer requirements

There are no additional employer requirements for the pathways in this apprenticeship.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org