



FACILITIES SERVICES OPERATIVE

LEVEL 2 APPRENTICESHIP

APPRENTICESHIP JOURNEY

Overview

Apprenticeship journey comprises many different stages, below we have provided more information for some of them.

EMPLOYER

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

APPRENTICE

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

APPRENTICE AND EMPLOYER

ENGAGEMENT

Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

NOMINATION

Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an interest in undertaking an apprenticeship

INITIAL ASSESSMENT – LINE MANAGER

A video conference between the subject specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice

INITIAL ASSESSMENT – APPRENTICE

A video conference between the subject specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment.

FUNCTIONAL SKILLS – MATHS AND ENGLISH

Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete indicative assessment on bksb

START DATE IS CONFIRMED AND TRAINING BEGINS

Following the Grey Seal Delivery Model

Learning sessions

Coaching sessions

PROGRESS REVIEWS

These are conducted at 12 week intervals via video conference with the line manager and apprentice

INITIAL ASSESSMENTS

The first step

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected. This first step, is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

LINE MANAGER

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

APPRENTICE

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in [Functional Skills Maths and English](#).

INITIAL ASSESSMENT - LINE MANAGER

Conducted between the Line Manager and the Subject Specialist

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each Unit or Area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.

INITIAL ASSESSMENT - APPRENTICE

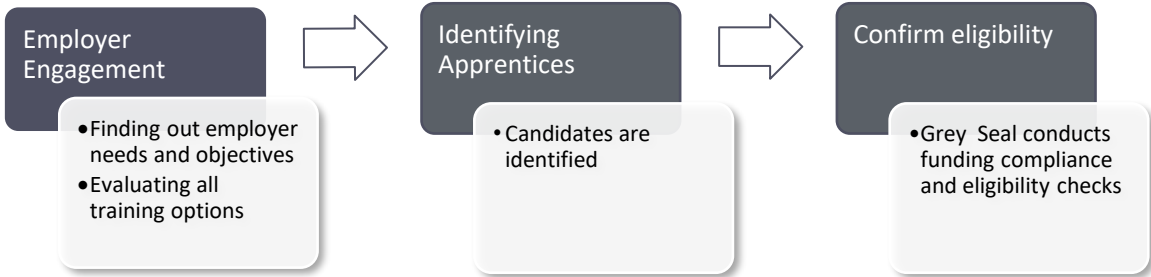
Conducted between the Apprentice and the Subject Specialist

Each Unit or Area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

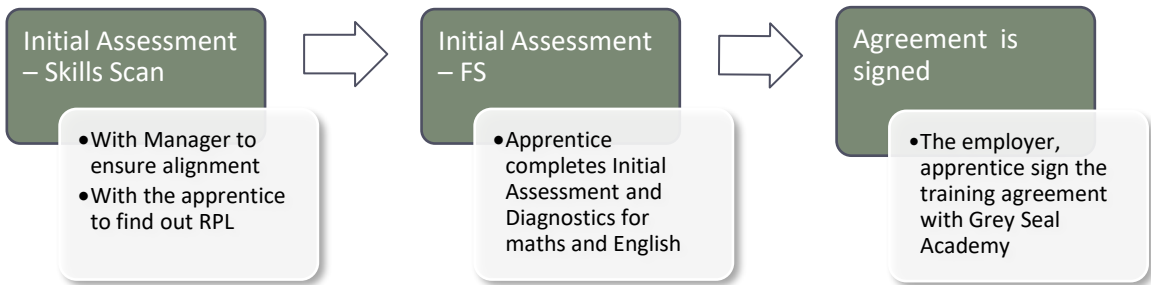
Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

APPRENTICESHIP JOURNEY

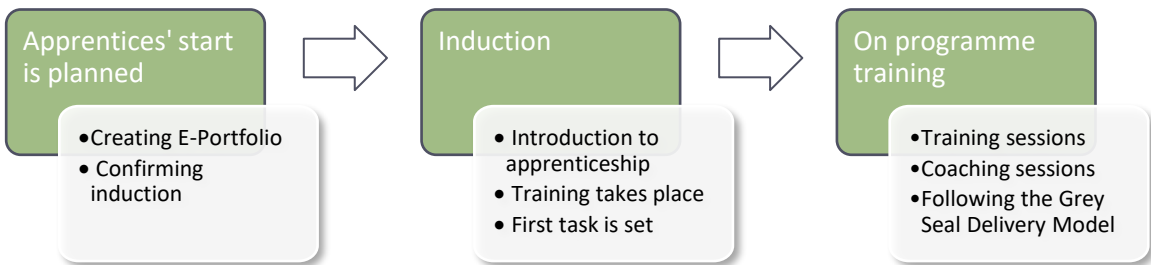
Engagement



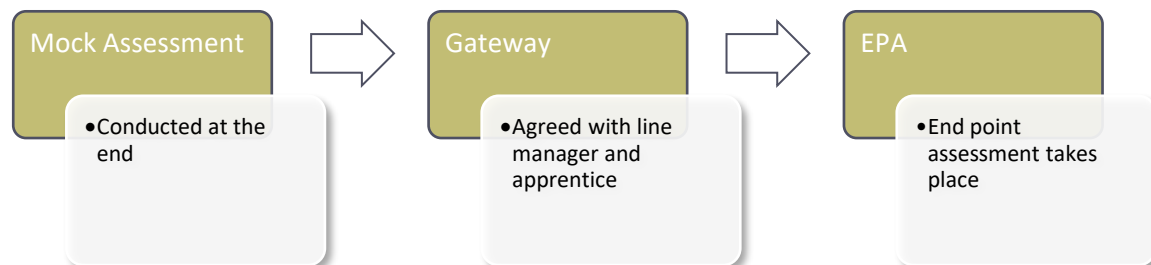
Enrolment



Delivery



Completion



Progression



95%

Of learners would recommend Grey Seal to others*



LEVEL 2

A Facilities Services Operative is a broad description of someone who provides facilities services support to customers and FM departments. This may include services such as security, supporting hard FM functions i.e. maintenance and engineering, and Soft FM i.e. cleaning, catering, front-of-house logistics, post-room services and portering.

The FM industry covers a wide range of industry sub-sectors. Therefore, typically, this role could be found working in a range of environments e.g. in an office and/or on-site, for example, in residential developments and commercial properties, hospitals, schools or retail centres and industrial locations.

Typical Job Titles

Typical job titles include: Facilities Services Operative; Facilities Operative; Facilities Services Assistant; Facilities Assistant; Facilities Coordinator; Workplace Coordinator; Workplace Support Coordinator; Estate Operative; Concierge

Entry Requirements

The entry requirement for this apprenticeship will be decided by each employer.



START DATE

Flexible



LEVEL

2



DURATION

12 Months
excluding EPA



DELIVERY

- Virtual
- In person



ASSESSMENT

- On programme
 - EPA



Other mandatory qualifications

Level 2 Certificate in
Facilities Services Principles

What is required - through formal learning and applied according to business environment.



KNOWLEDGE AND SKILLS

THE TEN AREAS OF THE MAIN STANDARD

AREA 1

Support the delivery of the responsibilities of the Facilities Services function in complying with health and safety and other legislation and organizational policies and procedures

AREA 2

Address FM-related risks, hazards and threats to people, property and premises

AREA 3

Provide customer service to internal and external customers to ensure the effective delivery of a range of facilities services.

AREA 4

Support good sustainable practice in FM

AREA 5

Maintain soft FM services

AREA 6

Gather FM-related information for continuous improvement purposes

AREA 7

Deliver front-of-house services

AREA 8

Support hard FM functions

AREA 9

Maintain and develop competence in the FM industry/sector

AREA 10

Support the delivery of FM projects

Certificate in Facilities Services Principles

Level 2

UNIT FSP 2.01

Working in Facilities Services

- Know about the nature and range of services offered in the Facilities sector
- Know about employment in the Facilities Services sector
- Understand the contribution Facilities Services make to organisations



UNIT FSP 2.02

Health and Safety for Facilities Services

- Understand the health & safety legislation which applies to Facilities Services
- Understand how to work in a safe manner
- Understand the permit to work system
- Understand how to control risks in the workplace



UNIT FSP 2.03

Working with customers and others in facilities services

- Understand how to communicate effectively with customers
- Understand how to meet customers' needs
- Understand how to contribute to effective team working



UNIT FSP 2.04

Sustainability and environmental issues for Facilities Services

- Understand the basic concepts of sustainability
- Understand environmental issues and legislation relevant to Facilities Services
- Know the importance of using energy and water resources efficiently and ways of reducing waste
- Know the methods for monitoring usage of energy and water resources and managing the safe disposal of waste



BEHAVIOURS

What is required
(developed and
exhibited in the
workplace)



BEHAVIOURS

DEVELOPED AND EXHIBITED IN THE WORKPLACE

CUSTOMER FOCUSED

An active and responsive approach to all customers (internal and external)

TEAM WORKING

Collaborating positively with others to achieve objectives and standards

PERSONAL EFFECTIVENESS

Taking responsibility for personal development to deliver high quality FM services

ATTENTION TO DETAIL

Thoroughness in accomplishing a task

HONESTY

Truthful in all aspects of work

ADAPTABILITY

A willingness to accept changing priorities and tasks

GATEWAY

INFORMATION AND GUIDANCE

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

PORTFOLIO OF EVIDENCE

For Professional Discussion the apprentice will be required to submit:

- Apprentices must have completed their portfolio (which includes a record of on programme learning and performance) prior to passing through the gateway. This must not be assessed on-programme.
- The employer must sign off the portfolio thereby authenticating as the apprentice's own work
- The portfolio must contain sufficient evidence to prove that the apprentice meets all the requirements of the knowledge, skills and behaviours across the whole standard.
- A variety of evidence must be collected. This may take the form of naturally occurring work products (e.g. reports and accompanying working notes, calculations, drawings, emails and correspondence); witness testimony from an independent person e.g. work colleagues or customers; records of observations; extracts of appraisal documentation; videos or audio recordings

COMPLETED
BEFORE
GATEWAY

ON PROGRAMME
Portfolio of Evidence

100%

FUNCTIONAL SKILLS
Maths and English
achieved

Level
2

QUALIFICATION
Level 2 Facilities Services
Principles

Level
2

EPA

ASSESSMENT METHODS

ASSESSMENT METHOD 1

Multiple Choice Question Examination

The test can be:

- computer based

It will consist of 20 knowledge-based questions.

Apprentices must have a maximum of 40 minutes to complete the test.

ASSESSMENT METHOD 2

Workplace observation and follow up Q&A

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method.

The observation will take 2 hours. The observation may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 7.5 hours. The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

ASSESSMENT METHOD 3

Professional Discussion

Apprentices' portfolios completed on-programme (but not assessed) will be used to support the discussion.

It will involve the questions that will focus on coverage of prior learning or activity.

The professional discussion must be conducted on a 1:1 basis and must last for 60 minutes.

All assessment methods are weighted equally in their contribution to the overall EPA grade

GRADES AWARDED

FAIL

PASS

MERIT





DELIVERY MODEL

TIME LINE

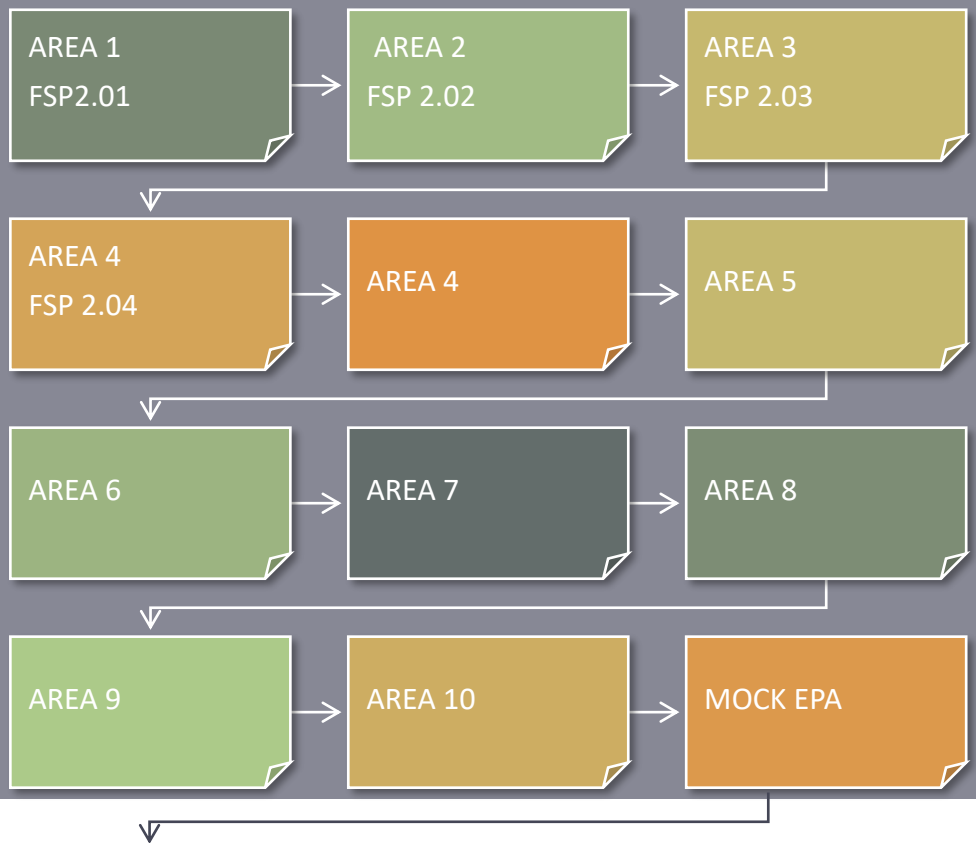
Knowledge, Skills and Behaviours, as described in earlier pages, are delivered as individual Areas over a period of approximately 12 months.

The Units are delivered in a an order that ensures that apprentices are acquiring knowledge in a logical order and are building on it, with each new Unit linking previous learning with new learning.

Although this order is the one we recommend, it can be tailored to each learner's specific needs and altered to fit in with organisational demands.

Months 1-9

Maths and English, if required



Months
1-12

Month
13



Months
13-15





89%

Of learners say that they have improved their work performance as a result of their apprenticeship*

DELIVERY MODEL

TRAINING THE GREY SEAL WAY

Virtual training environment

Grey Seal has an integrated approach to the assessment of knowledge, skills and behaviours.

Our individualised approach is adjusted to suit the apprentice, their learning styles, work commitments e.g. rotas, as well as the needs of their organisation.

During the programme, apprentices will be building a portfolio of work-based and academic evidence. Online portfolios can be accessed by the apprentice and designated organisational contact.

All Trainers are subject specialists with strong experience within the sector they are training in, as well as being qualified Trainers.

During each calendar month two meetings between the apprentice and the trainer will take place.

A Training Session and a Coaching session

Training Sessions are where the main training of knowledge and skills takes place. The highly interactive sessions last approximately 60-90 minutes, and can be individual or group based.

During Coaching Sessions Trainers will provide any assistance as required by the apprentice. Taking up to 60 minutes, these sessions are always 121 and they include, but are not limited to:

- assignment writing assistance
- maths and English support
- safeguarding support
- OTJ,
- developing general behaviours e.g., confidence, time management etc.

Our team of subject specialist have developed resources that support our apprentices through out their journey with us.



PowerPoints

For delivery of highly interactive, educational and informative training sessions



Revision Resources

These are design to expand on the knowledge gained during training and to help with revision



Workbooks

These accompany the Revision resources and ensure effective and accurate Portfolios building



What is the Prevent Duty?

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 of the Act, to have “due regard to the need to prevent people from being drawn into terrorism or extremism”. These statutory bodies include:

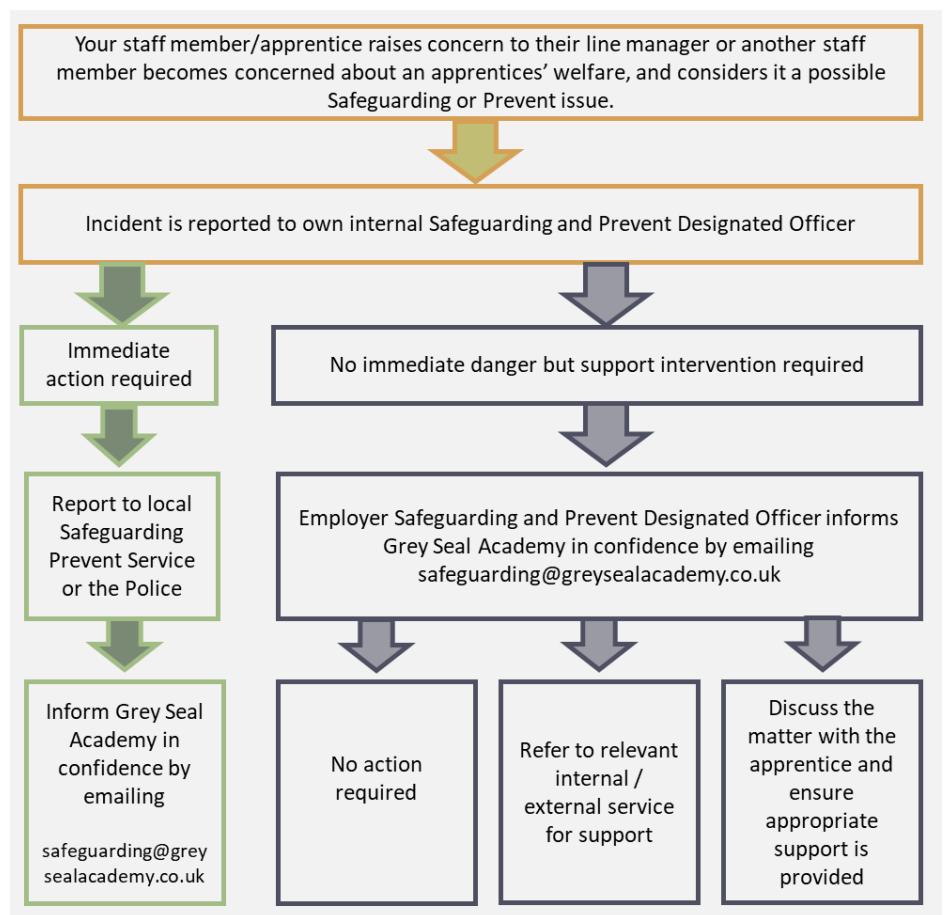
- Education
- Health
- Social Care
- Police

What is Safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and vulnerable adults and to protect them from harm. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

WHEN TO REPORT SAFEGUARDING OR PREVENT CONCERNS TO GREY SEAL ACADEMY

Grey Seal Academy have a statutory duty to safeguard the wellbeing of apprentices, and as such we need your help and support to comply with this duty.



More detailed information is available in the Policies and Procedures section on Grey Seal Academy [website](#).



Tri-Partite

The Apprentice, the
Line Manager and
the Tutor



Wellbeing

Safeguarding,
Prevent, Equality,
Diversity, Inclusion,
Health and Safety



SMART TARGETS

With all parties
agreed, tasks for the
next 12 weeks are
planned

TRI-PARTITE PROGRESS REVIEWS TPRs

Definition: 12-weekly contractual monitoring meetings between the line manager, the apprentice and the tutor

Progress

Progress between the last TPR and the current TPR is recorded in a table and RAG rating is implemented.

Reflection

The apprentice is required to reflect on past 12 weeks by stating what new knowledge and skills they have learned and explaining what the impact of this learning has been.

Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to apprentice's progress and comment on changes apprentices' work based performance as the result of the training.

Forward Planning

The three parties will consider the Units/Areas that will be next be covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with apprentice' duties and upcoming training.

CAREER ASPIRATIONS

During the TPRs the tutor will speak with the apprentice about their long term career aspirations and offer relevant support and guidance.

IA

**INITIAL
ASSESSMENT**

Completed on BKSb

DA

**DIAGNOSTIC
ASSESSMENT**

Completed on BKSb



TUTOR SUPPORT

Reviewed regularly
121 support provided



**SPECIALIST
SUPPORT**

If needed
121 Support, weekly,
bi weekly or monthly



MOCK TESTS

Not invigilated
Feedback provided



EXAM

Completed within the
first 6 months
Completed on line



**CERTIFICATE
AWARDED**

MATHS AND ENGLISH FUNCTIONAL SKILLS

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A*(4-9).

bksb

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist bksb, established for over 20 years they are used by thousands of educators and millions of learners around the world.

Apprentices are provided with online access and supported by their tutors

Tutor Support

During Coaching session tutors will assess apprentices progress on bksb and provide any additional teaching that could be required

Specialist Support

On occasion, speciality support is needed. Grey Seal Academy have designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learner's discretion, but usually in a quiet office in their place of work.

What can be included

Teaching

The teaching of theory for example: lectures, role playing, simulation exercises, online learning or manufacturer training.

Training

Shadowing, mentoring, industry visits, meetings with tutor, participation in competitions

Learning

Learning support and time spent writing assessments /assignments, revision and research.

What can't be included

Training

Training to acquire knowledge, skills and behaviours that are not required in the standard

Reviews

Progress reviews or on-programme assessment required for an apprenticeship

Functional Skills

English and maths (up to level 2) which is funded separately

OTJ

OFF THE JOB TRAINING LOG

Learning done outside of an apprentice's normal working duties, but within their working hours.

Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

ESFA DEFINITION

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

Grey Seal OTJ

To ensure compliance with the ESFA (Education and Skills Funding Agency), Grey Seal compliance specialists have designed an OTJ Log that is unique to each learner and is updated at each coaching session. With several drop down menus it is easy to complete and update.

1	A	B	C	D	E	F	G
1	Commitment (Target hours)	790	Apprenticeship:		Team Leader Supervisor Standard Level 3		
2	Please upload to your Contact Log before each training session						
3	Off the job learning to date			0	Expected OTJ - Recorded OTJ =		-360
4	Required to date			360			
5	Month	Year	Select Activity from dropdown menu	Describe the activity	Select Unit/Area from dropdown menu	State what you: 1. Have learned - be specific! 2. The impact on your personal development and your job role	
6							Hours spent
7			Training with Tutor		01 - Self Awareness/Awareness of Self		
8			Research		02 - Management of Self		
9			Assignment/Workbook writing		03 - Communication		
10			Revision		04 - Building Relationships		
11			Shadowing		05 - Decision Making		
12			Simulation		06 - Leading People		
13			Industry Visits		07 - Managing People		
14			Workbased Training		08 - Operational Management		
15							
16							

TO PROGRESS
GET IN TOUCH

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