

# End-Point Assessment Guidance and Specification for Cleaning Hygiene Operative ST0843 v1.1 Level 2



*Image courtesy of the British Cleaning Council*

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## Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision

## Section 1

### Overview

The end-point assessment guidance in this specification relates to the Cleaning Hygiene Operative Apprenticeship ST0843 version 1.1. The apprenticeship is at Level 2 and is for apprentices who work in a range of workplaces where specialised cleaning techniques and skills are needed to maintain a safe and hygienic environment.

Cleaning hygiene operatives will work both independently and as part of a team. They will report to a cleaning supervisor or service leader. They will work both during normal working hours and outside of normal working hours, depending on the environment they are in. They may also need to provide services immediately throughout the day.

The broad purpose of the occupation is to provide a full range of cleaning and disinfection services set by a client. They use their knowledge of standard operating procedures (SOPs) and legal requirements to provide safe and hygienic environments for service users. An employee in this occupation will be responsible for following strict health and safety requirements and meeting a high level of cleanliness. All operatives will be responsible for maintaining the tools and equipment they are given to carry out their role, reporting any defects or replacements that are needed to the right person.

This standard has **2 options**:

- Healthcare Cleaning Operative.
- Commercial Cleaning Operative.

**Healthcare cleaning operatives** work in places where infection control and sanitation are important for the wellbeing of service users. High levels of cleanliness are needed to avoid the growth of bacteria and the spread of diseases and viruses.

Places a healthcare cleaning operative may work in include hospitals, care homes, doctors or dentist surgeries, and healthcare settings within prisons.

Healthcare cleaning operatives may interact with service users such as patients and residents with specific needs, contractors, and visitors to the premises. They will also interact with clinical or care staff as they are often part of a multi-disciplinary team.

**Healthcare cleaning operatives must carry out their duties in line within the National Healthcare Cleaning Standards which applies to all NHS facilities.**

**Commercial cleaning operatives** work in environments where people mix and that must be thoroughly cleaned to ensure they are always safe and hygienic. This could include environments with heavy footfall. These environments need high levels of hygiene and cleanliness to prevent the growth and spread of micro-organisms and bacteria.

Places that a commercial cleaning operative may work in include food and delivery premises, hotels and accommodation, shopping centres, offices, public transport and stations, public spaces, factories, education buildings, leisure facilities and government buildings.

Commercial cleaning operatives may interact with service users such as students, domestic home residents, office or factory workers, guests, and visitors to the premises. They will also interact with clients, employees, and contractors as they may be part of a multi-disciplinary facilities team.

**Commercial cleaning operatives must carry out their duties in line within the regulations, processes, and procedures specific to the environment they clean. Operatives will always be required to work within the limits of the client contract.**

The typical duration for this apprenticeship is 12 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as fail, pass or distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achievement of English and maths qualifications in line with the apprenticeship funding rules.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd (PAL) will claim for the certificate on behalf of the apprentices. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standard and accompanying assessment plan can be accessed via [the Institute for Apprenticeships and Technical Education](#).

<b>Standard Title</b>	Cleaning Hygiene Operative
<b>Level</b>	2
<b>Standard Number</b>	ST0843 version 1.1
<b>LARS Number</b>	532
<b>Named EQA organisation</b>	Ofqual
<b>Duration of Apprenticeship</b>	Typically, 12 months but the actual length of the apprenticeship will be decided by the employer
<b>Duration of End-Point Assessment</b>	3 months
<b>Date the Assessment Plan scheduled is for review</b>	This standard should be reviewed within 3 years of its approval date
<b>Mandated Qualifications within the Standard</b>	To meet the apprenticeship standard, apprentices must achieve English and maths qualifications in line with the apprenticeship funding rules  There are no mandated qualifications within this standard
<b>End-Point Assessment Methods</b>	The end-point assessment is designed to test the apprentice throughout the entire standard. The assessment methods used to achieve this are as follows: <ul style="list-style-type: none"> <li>➤ Knowledge Test</li> <li>➤ Observation with Questioning</li> <li>➤ Interview</li> </ul>

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Cleaning Hygiene Operative Apprenticeship and should be used in conjunction with the Cleaning Hygiene Operative Padlet<sup>1</sup> – End-Point Assessment Information for Apprentices, Providers and Employers.

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*The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.*

*References to third-party material made in this specification are made in good faith. Professional Assessment Ltd does not endorse, approve, or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

PAL has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their provider, is satisfied that they have met the 'Gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence means without influence or bias, and the independent assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

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<sup>1</sup> A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet



PAL has been working closely with occupational experts, employers, and providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

## Apprenticeship Standard Objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by IfATE, and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

## Progression

On completion of the apprenticeship, the apprentice could progress into a supervisory or team leader role in the healthcare or commercial cleaning sector.

## Who is Professional Assessment (PAL)?

PAL provides services for providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

## What is needed prior to end-point assessment?

The employer and provider must confirm that the apprentice has met the on-programme requirements, and the apprentice is ready to undertake the end-point assessment.

The employer and provider must hold a Gateway review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths qualifications in line with the apprenticeship funding rules.

PAL needs evidence of English and maths attainment. Please check with the EPA team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk) if you do not know which qualifications are accepted, or which level is required. Evidence must be in the form of a certificate.

To confirm the Gateway review has taken place, the employer, provider, and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook<sup>2</sup>, alternatively,

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<sup>2</sup> The Gateway record may change in design and content based on revisions to standards - for the latest document please refer to the relevant Padlet that PAL will have provided training providers or can provide directly to employers and apprentices.



providers and employers can use their documentation, with the caveat that the document must record the information as stipulated on the PAL Gateway record.

PAL will not confirm an end-point assessment booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

The recommended approach during the on-programme assessment (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the line manager and provider.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the provider.

## Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

## Section 2

### How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using three discrete assessment methods. The assessment is synoptic, i.e., takes a view of the overall performance of the apprentice in their job. Each assessment method should directly assess the knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the independent end-point assessor as follows:

- Knowledge Test.
- Observation with Questioning.
- Interview.

There is no mandated assessment sequence. Assessments can be combined, so it is permissible to undertake more than one assessment on one day.

The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.




In order to pass, apprentices must achieve a pass in all assessment methods; apprentices who fail one or more method will fail the end-point assessment.






In order to achieve a distinction apprentices must achieve a distinction in the observation with questioning and the interview, with a pass in the knowledge test.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

The following chart sets out the sequences of the Gateway and end-point assessment.

**Note – the assessments can be taken in any order.**

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.		<ul style="list-style-type: none"> <li>▪ ESFA advised of EPAO.</li> <li>▪ EPAPro log-in credentials provided.</li> <li>▪ Access to a range of assessment guidance materials available.</li> </ul>
Gateway review held between training provider, employer, and apprentice to confirm assessment readiness. <ul style="list-style-type: none"> <li>▪ Evidence provided that English and maths requirements have been achieved.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Declaration received that the apprentice is ready for assessment.</li> <li>▪ Gateway evidence received.</li> <li>▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.</li> </ul>
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule.		<ul style="list-style-type: none"> <li>▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Cleaning Hygiene Operative</li> </ul>

Apprentice/Employer/Training Provider		PAL
		assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible.
Apprentice undertakes the knowledge test.		<ul style="list-style-type: none"> <li>▪ Test duration of 50 minutes.</li> <li>▪ 24 multiple-choice questions.</li> </ul>
Apprentice undertakes the observation and questioning.		<ul style="list-style-type: none"> <li>▪ Observation and questioning assessment duration of 2 hours (+10% at the independent assessor's discretion).</li> <li>▪ Observation and questioning completed, observation and response to questions assessed. Assessment graded.</li> </ul>
Apprentice undertakes the interview.		<ul style="list-style-type: none"> <li>▪ Interview assessment duration of 30 minutes (+10% at the independent assessor's discretion).</li> <li>▪ Interview completed, responses to questions assessed. Assessment graded.</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Overall grading undertaken – independent assessor confirms grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan to PAL.</li> <li>▪ Internal quality assurance (IQA) undertaken.</li> <li>▪ Assessment outcome provided within the assessment window timeframe.</li> </ul>
<p>Employer informed of the outcome of end-point assessment via email from <a href="mailto:epasupportservices@professionalassessment.co.uk">epasupportservices@professionalassessment.co.uk</a>.</p> <p>Apprentice and provider are copied into the communication.</p>		<ul style="list-style-type: none"> <li>▪ Assessment summary record will note the decision and grade. If a resit or retake is required, it is important the relevant parties refer to the summary record.</li> <li>▪ Assessment decision data collated and used to inform standardisations processes and quality assurance.</li> <li>▪ Confirmed assessment outcome provided to the provider and Apprenticeship service.</li> <li>▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved.</li> <li>▪ Data provided to the regulator as necessary.</li> </ul>

## Who can carry out end-point assessment?

Independent assessors/the end-point assessment organisation for this standard are required to:

- Have excellent knowledge and understanding of the apprenticeship standard.
- Have recent relevant experience of the occupation or sector to at least occupational level gained in the last 5 years or significant experience of the occupation or sector.
- Hold, or be working towards a recognised current workplace assessment qualification.
- Must attend at least one standardisation event annually.
- Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.

All independent assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

PAL will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the pass criteria have been met.

## Internal Quality Assurance Requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably, and fairly by all independent assessors.

Policies can be shared upon request, please contact [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk). Essential policies are also available via our website.

In accordance with these policies PAL will:

- Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
- Ensure independent assessors for this standard meet with the assessment plan competency requirements.
- Train and develop all independent assessors to ensure reliable and consistent assessment of the Cleaning Hygiene Operative Standard.
- Apply robust quality assurance and verification processes to assessments, e.g. the use of standard formats, moderation and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

## External Quality Assurance Requirements

External quality assurance for the Cleaning Hygiene Operative Apprenticeship is undertaken by Ofqual.

## Standardisation and Moderation

All independent assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via webinars.

IQAs may accompany or 'remote in' with independent assessors carrying out end-point assessment to ensure that it is being administered safely, securely and in line with PAL guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Section 3

### Grading

This apprenticeship includes fail, pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all of the pass descriptors.

To achieve a distinction overall, the apprentice must achieve a distinction in the observation with questioning and the interview by meeting all of the distinction descriptors in addition to the pass descriptors and achieve a pass in the knowledge test.

Please see **Tables 2 and 3** for grading descriptors.

Grades from each method of assessment will be combined as follows.

Knowledge Test	Observation with Questioning	Interview	Overall Grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction

### Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include the minimum ESFA requirements for off-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, employers and/or providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, but not required, that the on-programme assessment includes:

- Registration with a relevant professional body to provide access to Cleaning Hygiene Operative resources, wider networks, and CPD activities.
- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager.

## End-point assessment planning and scheduling

Employers and/or providers<sup>3</sup> must have an agreement in place to conduct end-point assessments with PAL. We regularly check the ESFA portal to review pipeline business and ensure that providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or provider has confirmed a Gateway date, PAL will arrange a planning meeting on receipt and validation of the Gateway evidence.

The purpose of the planning meeting is to share information with PAL to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of **3 months** at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and providers to check this requirement has been met, before submitting gateway evidence.

## Reassessment

PAL's resit and retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original independent assessor, but if this is not possible PAL reserves the right to assign a different assessor.

## Resits and Retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. The apprentice's employer will need to agree with PAL that either a resit or retake is an appropriate course of action.

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<sup>3</sup> Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.



An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment method only.

The employer and PAL agree the timescale for a resit or retake. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be resat or retaken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full, unless in the opinion of PAL exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

## Reassessment requirements for each component

**Knowledge test:** if the apprentice does not achieve the pass mark for the test, a further, different test will be carried out.

**Observation with questioning:** if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the observation and questioning on their first assessment attempt, a further, different observation and questioning assessment will be carried out.

**Interview:** if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the interview on their first assessment attempt, a further, different full interview assessment of the apprentice will be carried out.

## Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless PAL determines there are exceptional circumstances requiring a resit or retake.

## Booking Reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

## Section 4

### Assessment Methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the independent assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and provider. A final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a record of assessment by accessing EPAPro. User guides are available for providers and employers that detail how reports can be viewed.

### Sample Assessment Materials

For this standard, PAL provides:

- A sample knowledge test.
- A mock observation with questioning assessment record with sample questions.
- A mock interview record with sample questions.

All sample materials can be accessed from the Cleaning Hygiene Operative ST0843 Padlet.

### Knowledge test

#### Key facts about the knowledge test

The assessment will be comprised of **24** multiple-choice questions (MCQ) and the apprentice must choose 1 correct answer from 4 responses per question. Each question is worth 1 mark.

The apprentice has **50 minutes** to complete the test.

PAL is responsible for overseeing the marking of the test. Typically, apprentices will be formally notified of fail grades only.

The assessment typically taken online. Paper-based tests are available on request.

#### Knowledge test grade boundaries

Total Mark	Grade
18-24 marks	Pass
0-17 marks	Fail

There is no distinction grade for the test.

## Knowledge test specifics

The test will contain questions in the areas of the apprenticeship standard as shown in Table 1.

**Table 1: Knowledge Test Criteria**

Theme	KSB	Knowledge, Skills, and Behaviours
<b>Core - all apprentices must have all of the following generic knowledge, skills, and behaviours.</b>		
<b>Core</b>	<b>K1</b>	➤ Manage risk and identify when there is a need for change from routine to enhanced cleaning protocols.
	<b>K2</b>	➤ Select and use the most appropriate cleaning agent for different surface types.
	<b>K3</b>	➤ Handle, use and dispose of cleaning chemicals following Control of Substances Hazardous to Health Regulations (COSHH).
	<b>K5</b>	➤ Selection and safe use of cleaning equipment and machinery for routine and specialist cleaning tasks, including importance of Portable Appliance Testing (PAT).
	<b>K6</b>	➤ Clean cleaning equipment and machinery after use.
	<b>K7</b>	➤ Principles of infection prevention and control.
	<b>K8</b>	➤ Recognise and report the signs of pest infestation.
	<b>K9</b>	➤ The principle of rapid response cleans.
	<b>K10</b>	➤ The principles of scheduled work priorities and periodic cleaning.
	<b>K11</b>	➤ The difference between disinfection and cleaning.
	<b>K12</b>	➤ Correct storage of equipment, chemicals, and consumables.
	<b>K13</b>	➤ The reasons for security of premises, cleaning equipment and materials, and the implications of a security breach.
	<b>K17</b>	➤ The principles of colour coding.
	<b>K20</b>	➤ The principles of using supplied data to inform the demand for cleaning.
	<b>K21</b>	➤ Audit and quality assurance processes.
<b>K22</b>	➤ The principles of personal hygiene and PPE requirements in the workplace.	
<b>K23</b>	➤ Data protection legislation.	
<b>S7</b>	➤ Identify potential sources of infection and put controls in place.	
<b>Option – apprentices must have all of the following knowledge for either Healthcare Cleaning Operative OR Commercial Cleaning Operative</b>		
<b>Healthcare Cleaning Operative</b>	<b>K24</b>	➤ The use of Standard Operating Procedures (SOPs) in line with national healthcare standards.
	<b>K25</b>	➤ Disassembling and assembling a range of service user and patient equipment for cleaning.
	<b>K26</b>	➤ Different ways to appropriately interact with a range of service users who may have complex needs or illnesses.
<b>OR</b>		
<b>Commercial Cleaning Operative</b>	<b>K27</b>	➤ The importance of preparing areas of work to be cleaned in line with contract requirements.
	<b>K28</b>	➤ The principles of cleaning according to specialist commercial requirements.
	<b>K29</b>	➤ Routine cleans according to a contract.

## Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated. The invigilator must be an independent person employed by PAL.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with PAL's Invigilation policy. PAL must verify the suitability of the test venue and the identity of the person taking the test. PAL must ensure appropriate methods to prevent misrepresentation, for example, screen share and 360 degree camera function with an administrator/invigilator where the test is taken remotely.

Some of the key conditions for the assessment are:

- A controlled environment (away from day-to-day work pressures, distractions, and influence).
- The environment must have suitable lighting, ventilation, and privacy.
- The apprentice must be undisturbed.
- An exam in progress sign is displayed.
- The apprentice has access to a clock.
- Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

The independent assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the Conflict of Interest policy will be implemented. The independent assessor will document the conflict and confirm that the invigilator used does not contradict the Invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the Reasonable Adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

- The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
- If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
- Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

## How can a cleaning hygiene operative prepare for the knowledge test?

The training provider should be able to provide opportunities for the apprentice to undertake practice questions and a mock test. PAL strongly recommends that practice questions, and the results of a mock test are used to determine readiness at the gateway review. The apprentice should:

- Revise/prepare for the test, referring to the knowledge requirements of the standard and undertaking research.
- Complete practice questions.
- Complete and pass a mock test within the allocated test time and under controlled conditions.

## Observation with questioning

### Key Facts about the observation with questioning

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

This assessment method is being used because:

- The occupation involves practical activity best assessed through observation.
- This is a practical role, best demonstrated through completing cleaning schedules in the workplace.
- Questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors, which may not naturally occur as part of the assessment.
- This is a holistic assessment of the KSBs, in a real working situation, which ensures that the KSBs can be demonstrated to the highest level.

The observation must take **2 hours**. The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questions cannot be split, except for comfort breaks or to allow the apprentice to move from one location to another. Such breaks will not count towards the total observed time. The independent assessor must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

PAL must give the apprentice 14 days' notice of the observation with questions.

### What is the format of the observation with questioning?

The independent assessor will arrange an appropriate time for the observation to take place at the planning meeting in consultation with the employer. The independent assessor will remain unobtrusive whilst conducting the observation and must only observe 1 apprentice at a time.

The independent assessor should **observe the following** during the observation:

- Prepare for cleaning – all apprentices.
- Perform cleaning – all apprentices.
- Policy and legislation – all apprentices.
- Perform cleaning in a health setting – Healthcare Cleaning Operative apprentices only.
- Perform cleaning in a commercial setting - Commercial Cleaning Operative apprentices only.

The independent assessor **must** ask at least 5 questions **during the observation**. The purpose of the questions is to clarify further, any elements of a KSB, so as to allow the apprentice to demonstrate their full comprehension of the theme being performed.

Questions should be asked during natural stops between tasks rather than disrupting the apprentice's flow. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from PAL's question bank.

The independent assessor **must ask questions about KSBs that were not observed** to gather assessment evidence. These questions are **in addition to the set number of questions for the observation with questions and should be**

**kept to a minimum.** These questions will be asked at the end of the observation, and should take place in a quiet room, free from distractions.

### How can a cleaning hygiene operative prepare for the observation with questioning?

- Read the guidance documents and ask questions if the information provided is not clear.
- Be prepared for the observation by practicing within the required time frames – line managers can support by giving feedback against the observation standards.
- Undertake a mock observation with the training provider and listen and act upon to the feedback provided.
- Check that equipment and resources are available and in good working order prior to the assessment.
- Remember health and safety procedures.
- Ensure that the observation can start on time by being organised and prepared.
- Prepare a short time plan for the observation.
- Treat each shift as an ‘observation’ shift, then treat the ‘observation’ as a normal shift.
- Understand that unexpected situations can occur during the observation. Practice working on wider skills such as keeping calm and focused. It may be useful to write a list of scenarios that could go wrong and possible solutions.

On the day of the observation:

- Stay organised and complete tasks in order, keeping all areas clean and tidy.
- Ensure that the basics are covered, such as wearing a clean uniform and suitable PPE.
- Be prepared to answer questions about what you are doing.

### How will the observation with questioning be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their observation and responses to the questions asked.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their demonstration and responses to the questions asked, AND all of the pass descriptors.

Please see **Table 2** for the pass descriptors for this method of assessment.

**Table 2: Observation with Questioning Pass and Distinction Grading Criteria**

KSBs	Pass Descriptors	Distinction Descriptors
<b>Core - Prepare for cleaning</b> S2 S5 S25	Assembles and uses appropriate uniforms and personal protective equipment to maintain the correct levels of hygiene. Identifies and selects correct cleaning products for the surface to be cleaned and prepares any machinery ensuring all electrical equipment complies with PAT requirements. (S2, S5, S25)	n/a

KSBs	Pass Descriptors	Distinction Descriptors
<p><b>Core - Perform cleaning</b> K16 K18 S1 S6 S10 S11 S12 S15 S18 S19 S20 S22 B1 B2 B3 B4 B5</p>	<p>Applies cleaning products following the colour code system and in accordance with documented ways of working and ensures all equipment and machinery is clean on completion of the cleaning task. (S1, S6, S19)</p> <p>Completes scheduled and periodic cleaning and disinfection tasks, working with respect and professionalism and prioritising work flexibly where required. Works in a consistent manner using sustainable practices. Takes responsibility for work and visually checking results on completion. On completion of cleaning tasks all records are updated. (K18, S10, S11, S15, S20, S22, B1, B3, B4, B5)</p> <p>Maintains a clean storage environment and ensures correct stock rotation and maintenance of equipment. Works independently and as part of a team, using correct procedures to seek support whilst demonstrating evidence based best practice and escalating concerns. (K16, S12, S18, B2)</p>	<p>Adapts scheduled and periodic cleaning and disinfection tasks in response to changing circumstances. (S10, S11)</p>
<p><b>Core - Policy and legislation</b> K15 S3 S4 S17 S23</p>	<p>Uses data plans when dealing with routine and non-routine waste, applying COSHH correctly when disposing of waste and using chemicals. Reports correct data in line with data protection legislation. (K15, S3, S4, S17, S23)</p>	<p>Explains the importance of adhering to COSHH regulations, organisation policies and environmental disposal legislation when using and disposing of chemicals and routine and non-routine waste. (S3, S4)</p>
<p><b>Healthcare Cleaning Operative - Perform cleaning in a health setting</b> S26 S27 S28</p>	<p>Carries out cleaning tasks by applying correct hygiene standards to ensure infection prevention and control of a healthcare environment, communicating with service users in an appropriate manner, taking account of each individual's condition. (S26, S28)</p> <p>Disassembles and reassembles healthcare service equipment in line with manufacturer's instructions and National Standards of Healthcare Cleanliness. (S27)</p>	<p>n/a</p>



KSBs	Pass Descriptors	Distinction Descriptors
<b>Commercial Cleaning Operative - Perform cleaning in a commercial setting</b> S29 S30 S31	Prepares the cleaning area in line with the correct commercial safety considerations and conducts routine and specialist cleaning tasks according to contract requirements. (S29, S30, S31)	n/a

## Interview

### Key facts about the interview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

This assessment method is being used because it is an appropriate method for the knowledge, skills, and behaviours, which cannot be reliably assessed in the other chosen assessment methods in the plan.

The interview assessment duration must be **30 minutes** (+10% at the assessor's discretion to allow the apprentice to respond to a question if necessary).

The independent assessor must ask a **minimum of 5 questions** to draw out the best of the apprentice's competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the knowledge, skills and behaviours mapped to this method of assessment. The independent assessor must use the questions from PAL's question bank.

PAL must give an apprentice 14 days' notice of the interview.

### What is the format of the structured interview?

The purpose is to assess the apprentice's competence against the following themes:

- Recording results.
- Soil classification and contaminated waste.

The interview can be conducted using a range of media, as appropriate for the apprentice, either via online webinar or face to face.

It is the responsibility of the apprentice, employer, provider, and PAL to ensure accessibility where required.

The interview must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis. An employer representative is not required to be present.

Where the interview is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the assessor for internal quality assurance.

### How can a cleaning hygiene operative prepare for the interview?

- Practice undertaking interviews with their training provider, employer, and line manager.
- Practice interviews which cover a range of topics and areas of the standard, ensuring that they can provide full answers and specific examples of tasks/situations they have been involved in.
- Review terminology in the assessment plan and consider how this links to their role.
- Take time to reflect on their performance and identified how knowledge, skills and behaviours have been applied.

### How will the interview be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their interview responses.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their interview responses, AND all of the pass descriptors.

Please see Table 3 for the pass grading descriptors for this method of assessment.

**Table 3: Interview Pass and Distinction Grading Criteria**

KSBs	Pass Descriptors	Distinction Descriptors
<b>Core - Recording results</b> K4 K19 S8 S13 S14 S21 S24	<p>Outlines the process for identifying, monitoring, and reporting infestations in accordance with the local procedures, and the importance of ensuring that communication with colleagues, clients and stakeholders is professional. (S8, S14)</p> <p>Explains the procedures for reporting shortages, incidents, accidents, issues with delivering cleaning services and ensuring the security of cleaning equipment, materials, and premises in line with company policy. (K19, S13, S21)</p> <p>Outlines the procedures when dealing with routine and non-routine waste including segregation into containers for storage, complying with environmental legislation, and recording in line with company audit and quality assurance processes. (K4, S24)</p>	<p>Explains the importance of following local procedures when dealing with infestations. (S8)</p>

KSBs	Pass Descriptors	Distinction Descriptors
<p><b>Core - Soil classification and contaminated waste</b> K14, S9, S16</p>	<p>Outlines soil classification and the soil contaminant removal methods used for different levels of soiling. (K14)</p> <p>Explains how to respond to rapid response clean requests and safely remove any contaminated materials using the appropriate removal method. (S9, S16)</p>	<p>Justifies removal methods for contaminated materials based on soil identifications. (K14)</p>

## Section 5

### Fails/resits and retakes

PAL's resit and retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk).

The apprentice, employer and provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

### Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: [epaappeals@professionalassessment.co.uk](mailto:epaappeals@professionalassessment.co.uk)

To declare a conflict of interest, please contact: [declaration@professionalassessment.co.uk](mailto:declaration@professionalassessment.co.uk)

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: [epamalpractice@professionalassessment.co.uk](mailto:epamalpractice@professionalassessment.co.uk)
- If it relates to the apprentice, please contact: [apprenticemalpractice@professionalassessment.co.uk](mailto:apprenticemalpractice@professionalassessment.co.uk)
- If it relates to the employer or provider, please contact: [eitpmalpractice@professionalassessment.co.uk](mailto:eitpmalpractice@professionalassessment.co.uk)

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team. It is the responsibility of the provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completions. Incomplete assessments are recorded.

Certification requests are made by PAL and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to if this information differs from the apprentice's workplace location and employer contact details provider on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

### Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must be meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

## Glossary of Terms

**EPA** - end-point assessment.

**IA** - independent assessor.

**Employer** – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

**Gateway review** – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

**Planning meeting** – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

**PAL** – Professional Assessment Limited.

**IQA** - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

**EQA** – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards and administration of assessment.

**Standardisation/moderation** – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

**Special considerations** – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

**Reasonable adjustments** – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

**Assessment plan** – The document produced by the employer group, approved by the EQA which documents the requirements of the standard and assessment methods.

## Appendix 1 – Gateway Declaration Record for Cleaning Hygiene Operative ST0843

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelt accurately as this is how it will appear on the results statement/certificate.

<b>Apprentice Name</b>	Click or tap here to enter text.	<b>Apprentice Contact Number</b>	Click or tap here to enter text.
<b>Apprentice ULN</b>	Click or tap here to enter text.	<b>Apprentice Email Address</b>	Click or tap here to enter text.
<b>Direct Line Manager Name</b>	Click or tap here to enter text.	<b>Direct Line Manager Contact Number</b>	Click or tap here to enter text.
<b>Employer Organisation</b>	Click or tap here to enter text.	<b>Direct Line Manager Email Address</b>	Click or tap here to enter text.
<b>Start Date of Apprenticeship</b>	Click or tap to enter a date.	<b>Gateway Review Date</b>	Click or tap to enter a date.
<b>Cleaning Hygiene Operative Option</b>	Healthcare Cleaning Operative <input type="checkbox"/> Commercial Cleaning Operative <input type="checkbox"/>		

### Section 1: Confirmation of Evidence and Reasonable Adjustments

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

Requirement	Evidence available
Maths in line with <a href="#">ESFA requirements</a>	Yes <input type="checkbox"/> No <input type="checkbox"/>
English in line with <a href="#">ESFA requirements</a>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Reasonable adjustments have been discussed with the apprentice and they have confirmed the adjustments requested are still required during EPA	No longer required <input type="checkbox"/> Yes <input type="checkbox"/> N/A <input type="checkbox"/>
Reasonable adjustment request submitted, and evidence provided to PAL	Yes <input type="checkbox"/> N/A <input type="checkbox"/>

### Section 2: Declaration

#### Employer and Training Provider Declaration

- I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice's competence and readiness for end point assessment.



- I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.
- I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard’s requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.
- I confirm that the assessment environments, including areas where exam conditions can be observed, have been identified and agreed.
- I confirm that reasonable adjustment requests have been submitted where appropriate to the apprentice.

Employer		Training Provider	
<b>Name</b>	Click or tap here to enter text.	<b>Name</b>	Click or tap here to enter text.
<b>*Signature</b>	Click or tap here to enter text.	<b>*Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.	<b>Date</b>	Click or tap to enter a date.

### Apprentice Declaration

- I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.
- I confirm I am aware of the requirements of the end-point assessment.
- I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

<b>Name</b>	Click or tap here to enter text.
<b>*Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.

\*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

## Appendix 2 – Mapping of Knowledge, Skills, and Behaviours by Assessment Method

Knowledge, Skills, and Behaviours	Assessed by		
	Knowledge Test	Observation & Questions	Interview
<b>Knowledge</b>			
<b>K1:</b> Core. Manage risk and identify when there is a need for change from routine to enhanced cleaning protocols.	✓		
<b>K2:</b> Core. Select and use the most appropriate cleaning agent for different surface types.	✓		
<b>K3:</b> Core. Handle, use and dispose of cleaning chemicals following Control of Substances Hazardous to Health Regulations (COSHH).	✓		
<b>K4:</b> Core. Disposal of routine and non-routine waste, including segregation of waste into appropriate containers for storage, and disposal in line with environmental disposal legislation.			✓
<b>K5:</b> Core. Selection and safe use of cleaning equipment and machinery for routine and specialist cleaning tasks, including importance of Portable Appliance Testing (PAT).	✓		
<b>K6:</b> Core. Clean cleaning equipment and machinery after use.	✓		
<b>K7:</b> Core. Principles of infection prevention and control.	✓		
<b>K8:</b> Core. Recognise and report the signs of pest infestation.	✓		
<b>K9:</b> Core. The principle of rapid response cleans.	✓		
<b>K10:</b> Core. The principles of scheduled work priorities and periodic cleaning.	✓		
<b>K11:</b> Core. The difference between disinfection and cleaning.	✓		
<b>K12:</b> Core. Correct storage of equipment, chemicals, and consumables.	✓		
<b>K13:</b> Core. The reasons for security of premises, cleaning equipment and materials, and the implications of a security breach.	✓		
<b>K14:</b> Core. Soil classification, soil contaminant removal methods appropriate to levels of soiling.			✓
<b>K15:</b> Core. The importance of accurate data reporting.		✓	
<b>K16:</b> Core. The importance gaining guidance and support.		✓	
<b>K17:</b> Core. The principles of colour coding.	✓		
<b>K18:</b> Core. Sustainable practices in the workplace.		✓	

Knowledge, Skills, and Behaviours	Assessed by		
	Knowledge Test	Observation & Questions	Interview
<b>K19:</b> Core. The principle of reporting shortages, incidents, accidents, and issues with delivering cleaning services.			✓
<b>K20:</b> Core. The principles of using supplied data to inform the demand for cleaning.	✓		
<b>K21:</b> Core. Audit and quality assurance processes.	✓		
<b>K22:</b> Core. The principles of personal hygiene and PPE requirements in the workplace.	✓		
<b>K23:</b> Core. Data protection legislation.	✓		
<b>K24:</b> Healthcare Cleaning Operative. The use of Standard Operating Procedures (SOPs) in line with national healthcare standards.	✓		
<b>K25:</b> Healthcare Cleaning Operative. Disassembling and assembling a range of service user and patient equipment for cleaning.	✓		
<b>K26:</b> Healthcare Cleaning Operative. Different ways to appropriately interact with a range of service users who may have complex needs or illnesses.	✓		
<b>K27:</b> Commercial Cleaning Operative. The importance of preparing areas of work to be cleaned in line with contract requirements.	✓		
<b>K28:</b> Commercial Cleaning Operative. The principles of cleaning according to specialist commercial requirements.	✓		
<b>K29:</b> Commercial Cleaning Operative. Routine cleans according to a contract.	✓		
<b>Skills</b>			
<b>S1:</b> Core. Conduct tasks according to documented safe ways of working.		✓	
<b>S2:</b> Core. Select and use the most appropriate cleaning agent appropriate to different surface types.		✓	
<b>S3:</b> Core. Use and dispose of chemicals following COSHH regulations and apply safety data sheets and dilution rates.		✓	
<b>S4:</b> Core. Deal with routine and non-routine waste in line with organisation policies and environmental disposal legislation.		✓	
<b>S5:</b> Core. Prepare cleaning materials and machinery and check that all electrical equipment complies with PAT testing requirements.		✓	
<b>S6:</b> Core. Clean cleaning equipment and machinery after use.		✓	
<b>S7:</b> Core. Identify potential sources of infection and put controls in place.	✓		
<b>S8:</b> Core. Recognise the signs of infestation and report and monitor the problem according to local procedures.			✓

Knowledge, Skills, and Behaviours	Assessed by		
	Knowledge Test	Observation & Questions	Interview
<b>S9:</b> Core. Recognise and respond to rapid response clean requests.			✓
<b>S10:</b> Core. Conduct scheduled and periodic cleaning, prioritising work where required		✓	
<b>S11:</b> Core. Conduct cleaning and disinfection tasks.		✓	
<b>S12:</b> Core. Deliver housekeeping services including maintaining a clean storage environment, maintenance of equipment, stock control and rotation.		✓	
<b>S13:</b> Core. Take measures to ensure the security of cleaning equipment and materials, and premises.			✓
<b>S14:</b> Core. Communicate with colleagues, clients, and other stakeholders professionally.			✓
<b>S15:</b> Core. Use visual checks and objective auditing techniques to ensure that cleaning has been completed to contractual standards.		✓	
<b>S16:</b> Core. Identify and use correct methods for removal of contaminating material.			✓
<b>S17:</b> Core. Comply with data protection legislation.		✓	
<b>S18:</b> Core. Use procedures for obtaining support.		✓	
<b>S19:</b> Core. Apply colour coding correctly to conduct cleaning safely and effectively.		✓	
<b>S20:</b> Core. Apply sustainable practices when carrying out duties.		✓	
<b>S21:</b> Core. Apply procedures for reporting shortages, incidents, accidents, and issues with delivering cleaning services.			✓
<b>S22:</b> Core. Carry out and record different types of cleaning methods.		✓	
<b>S23:</b> Core. Use supplied data to plan cleaning tasks.		✓	
<b>S24:</b> Core. Engage with the audit and quality assurance process.			✓
<b>S25:</b> Core. Use PPE and comply with the organisational uniform policy to maintain required levels of hygiene.		✓	
<b>S26:</b> Healthcare Cleaning Operative. Conduct cleaning tasks to the appropriate hygiene standard to ensure infection prevention and control of the healthcare environment.		✓	
<b>S27:</b> Healthcare Cleaning Operative. Disassemble and reassemble healthcare service user equipment in line with manufacturers' instructions and National Standards of Healthcare Cleanliness.		✓	

Knowledge, Skills, and Behaviours	Assessed by		
	Knowledge Test	Observation & Questions	Interview
<b>S28:</b> Healthcare Cleaning Operative. Communicate with service users considering their possible emotional, mental health and physical issues.		✓	
<b>S29:</b> Commercial Cleaning Operative. Safely prepare an area for commercial cleaning.		✓	
<b>S30:</b> Commercial Cleaning Operative. Conduct cleaning tasks according to specialist commercial requirements.		✓	
<b>S31:</b> Commercial Cleaning Operative. Carry out routine cleans in line with client contract requirements.		✓	
<b>Behaviours</b>			
<b>B1:</b> Core. Work with respect and professionalism.		✓	
<b>B2:</b> Core. Work independently and as part of a team; escalating areas of concern and working to evidence based best practice.		✓	
<b>B3:</b> Core. Work in a consistent manner, taking responsibility for your own actions and completed work.		✓	
<b>B4:</b> Core. A flexible approach to your work when required.		✓	
<b>B5:</b> Core. Work in a sustainable way, considering the environment and making best use of products and materials.		✓	