



PROPERTY MAINTENANCE 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.

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.

APPRENTICE

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

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



Employer Engagement

- Finding out employer needs and objectives
- Evaluating all training options



Identifying Apprentices

- Candidates are identified



Confirm eligibility

- Grey Seal conducts funding compliance and eligibility checks

Enrolment



Initial Assessment – Skills Scan

- With Manager to ensure alignment
- With the apprentice to find out RPL



Initial Assessment – FS

- Apprentice completes Initial Assessment and Diagnostics for maths and English



Agreement is signed

- The employer, apprentice sign the training agreement with Grey Seal Academy

Delivery



Apprentices' start is planned

- Creating E-Portfolio
- Confirming induction



Induction

- Introduction to apprenticeship
- Training takes place
- First task is set



On programme training

- Training sessions
- Coaching sessions
- Following the Grey Seal Delivery Model

Completion



Mock Assessment

- Conducted at the end



Gateway

- Agreed with line manager and apprentice



EPA

- End point assessment takes place

Progression

Completion

- Certification



Progression

- Promotion
- IAG on career progression



Future Learning

- Move to next level
- Further Education

95%

Of learners would recommend Grey Seal to others*



PROPERTY MAINTENANCE OPERATIVE

LEVEL 2

The primary role of a Property Maintenance Operative is to optimise property condition and quality and to ensure the building is kept in a safe working condition.

Property Maintenance Operatives need to maintain a high level of quality, providing maximum satisfaction to customers, clients, guests and team. They will understand the mechanism of buildings including electrical, plumbing, plant, safety systems and equipment. They will provide first and immediate response to fault finding, whilst maximising quality and ensuring cost effectiveness. They will ensure prevention of major damage that could result in extensive costs and minimise reactive intervention.

Typical Job Roles

Maintenance assistant, Property engineer, Facilities assistant, Maintenance engineer, Maintenance manager, Maintenance technician, Caretaker, Janitor, Multi-skilled technician, Premises manager

Suggested Sectors

Housing, Healthcare, Social Care, Hospitality, Education, Commercial Properties, Leisure, Retail, Public & Private Sector Buildings

Entry Requirements

Individual employers will set their selection criteria but the standard includes Maths and English understanding and functional application at Level 1, enabling apprentices to aspire to the next level. Employers will set the entry specification suitable for the correct level of the individual.



START DATE

Flexible



LEVEL

2



DURATION

12 months



DELIVERY

- Virtual
- In person



ASSESSMENT

- On programme
 - EPA



PROGRESSION

Technical Specialist

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



KNOWLEDGE AND SKILLS

THE 12 UNITS OF THE MAIN STANDARD

UNIT 1

Understand the roles, responsibilities and reporting procedures of a property maintenance operative

UNIT 2

Health and safety in property maintenance

UNIT 3

Apply customer service in property maintenance

UNIT 4

Carrying out painting and tiling tasks

UNIT 5

Plan and carry out preventative property maintenance

UNIT 6

Carry out plumbing maintenance and repairs

UNIT 7

Carry out electrical testing and repairs

UNIT 8

Understand and maintain heating ventilation and air conditioning plant

UNIT 9

Internal and external building fabric maintenance

UNIT 10

Understand energy, environment and sustainable practices within property maintenance

UNIT 11

Control of property maintenance related resources and equipment

UNIT 12

Working with external contractors

BEHAVIOURS

What is required
(developed and
exhibited in the
workplace)



BEHAVIOURS

DEVELOPED AND EXHIBITED IN THE WORKPLACE

Core Behavioural Attributes

- Have a flexible attitude
- Commitment to quality and excellence
- Ability to perform under pressure
- Persists in the face of adversity
- Thorough approach to work
- Ownership of work and follow through to a satisfactory conclusion.
- Client/Customer focus and interaction
- Able to live the organisations values
- Ability to create effective working relationships
- Aptitude for problem solving
- Ability to comply with company policies and procedures
- Enthusiasm
- Ability to control and influence within remit
- Persuasive influencing skills
- Shows respect for all stakeholders

Interpersonal Skills

- Take ownership of situations
- Work independently and as part of a team
- Communicates effectively either verbally or in writing
- Problem solving approach
- A drive for efficiency and value for money
- Communicate effectively at all levels
- Adaptability
- Ability to understand limitations within the role
- A drive for quality and excellence

PROPERTY MAINTENANCE OPERATIVE

LEVEL 2

A Property Maintenance Operatives will use their knowledge and understanding of basic carpentry, electrical, plumbing and decorating to:

- Comply with organisational safety, policies and procedures and identify hazards and reduce them
- Consider safety compliance with a diverse sector of client groups
- Understand and demonstrate the importance of working safely at height
- Carry out repairs to the fabric of a building, for example repairs to walls, doors, doorframes, skirting boards or plaster damage to internal walls
- Understand and maintain plumbing and drainage systems, for example repairs to WC systems, leaking taps or water testing and unblocking drains
- Understand and maintain electrical distribution, safe repair of electrical installation to legal requirements, for example replacing damaged sockets, plugs, lighting and fuses.
- Understand and maintain plant, safety systems and equipment
- Demonstrate and implement energy, environment and sustainable practices
- Understand and maintain grounds and external fabrication of a building, such as drainage and guttering
- Understand and demonstrate the safe use of hand tools, for example screwdrivers, power drills, pliers, paper strippers and a variety other tools used in plumbing and carpentry
- Demonstrate and understand the importance of the control of resources and stock
- Understand and demonstrate the principles of Planned Preventative Maintenance
- Maintain high levels of water hygiene within a building
- Understand and demonstrate the importance of Health and Safety in the workplace



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.

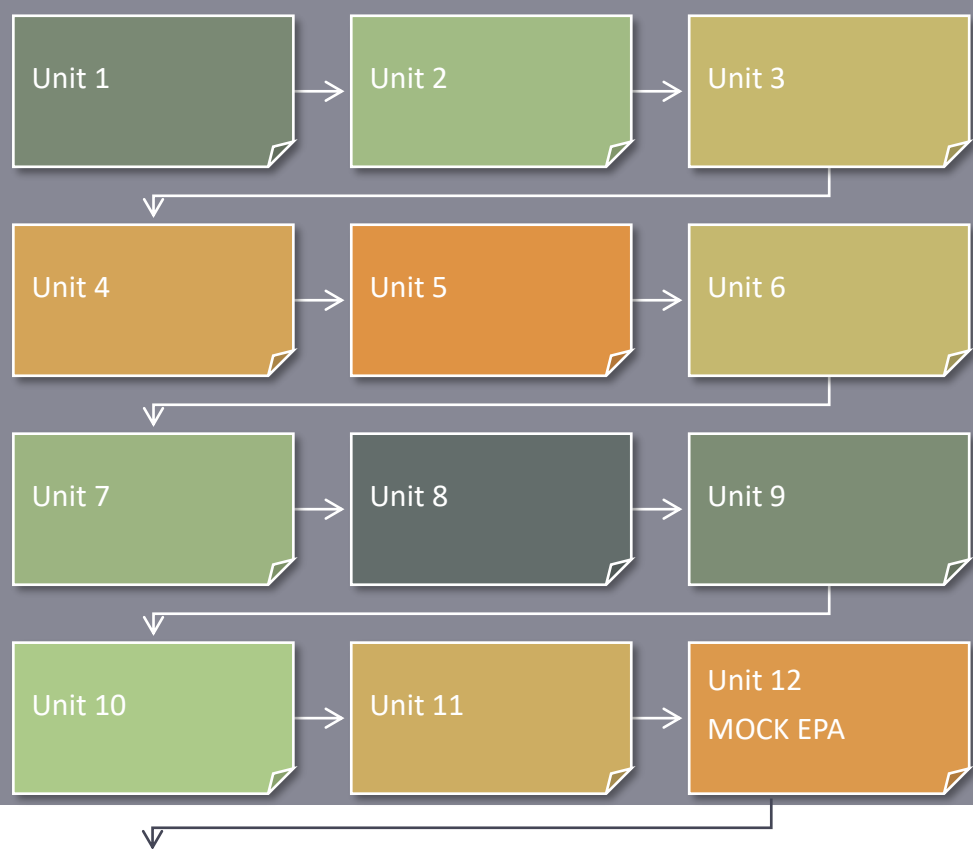
The Units are delivered in an order that ensures that apprentices are acquiring knowledge in a logical order and are building on it, with each new Unit linking previous learning with new learning.

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.

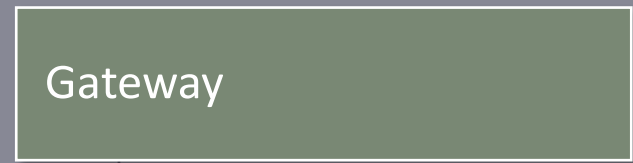
Months 1-9

Maths and English, if required

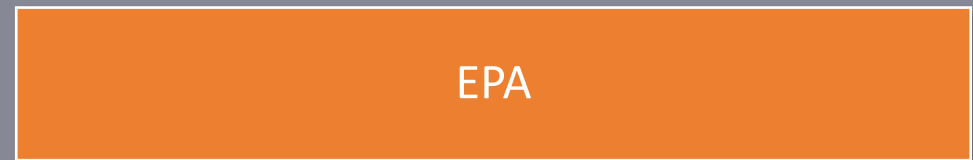
Months
1-12



Month
13



Months
13-15



GATEWAY AND END POINT ASSESSMENT

LEVEL 2

At Gateway meeting, using the Portfolio of Evidence the employer and assessor will agree that the Portfolio of Evidence and the Researched Assignment are complete and meet the requirements of the standard

PORTFOLIO OF EVIDENCE

Completed on programme and assessed by the EPAO. Evidence generated during the apprenticeship covering competence and behaviours.

SHORT RESEARCH ASSIGNMENT

Completed on programme and assessed by the EPAO. This will cover the industry and workplace the apprentice is working in, as well as underpinning knowledge

The End Point Assessment will contain 3 components:

PRACTICAL ASSESSMENT

Assessed by an EPAO, it requires the candidate to complete a number of core practical activities, in controlled conditions. This will be graded pass/distinction/fail.

KNOWLEDGE ASSESSMENT

A multiple-choice questions to assess the majority of the generic knowledge across the apprenticeship. These will be sat under invigilated conditions and marked by EPAO. This will be graded pass/distinction/fail.

INTERVIEW

A structured conversation with the apprentice on skills not covered by the practical assessment as well as the behaviours using the portfolio of evidence as a basis for the discussion. This will be graded pass/distinction/fail.

EPA WEIGHTING

ON PROGRAMME

Portfolio of Evidence

20%

ON PROGRAMME

Research Assignment

10%

END POINT ASSESSMENT

Practical Tasks

40%

END POINT ASSESSMENT

Knowledge Questions

20%

END POINT ASSESSMENT

Interview

10%

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.

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

All apprentices meet with their trainer every two weeks. First meeting is a designated training session, the meeting afterwards is there to support apprentices with assignment writing and functional skills.

DELIVERY MODEL

TRAINING THE GREY SEAL WAY

MOBILE TRAINING FACILITY

The Property Maintenance Operative apprenticeship has four areas where practical training is simply essential.

This training will cover areas such as:



Basic carpentry



Electrical work



Plumbing



Decorating

To facilitate this in the most efficient manner we will bring the training to your place of work.

The Grey Seal pods have been specially designed and equipped to ensure learners are exposed to each element of training with real hands on experience.



The background of the entire image is a vertical wood-grain texture. Overlaid on this are three large, light-green, upward-pointing arrows. One arrow is in the top right, one in the bottom left, and one in the bottom right. Each arrow has a small circular hole at its base.

89%

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

*Source Grey Seal Learner Survey March 2021



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

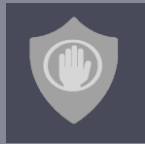
Line Managers are encouraged to provide feedback relevant to apprentice's progress and comment on changes apprentices' work based performance as the result of the training.

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.



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:

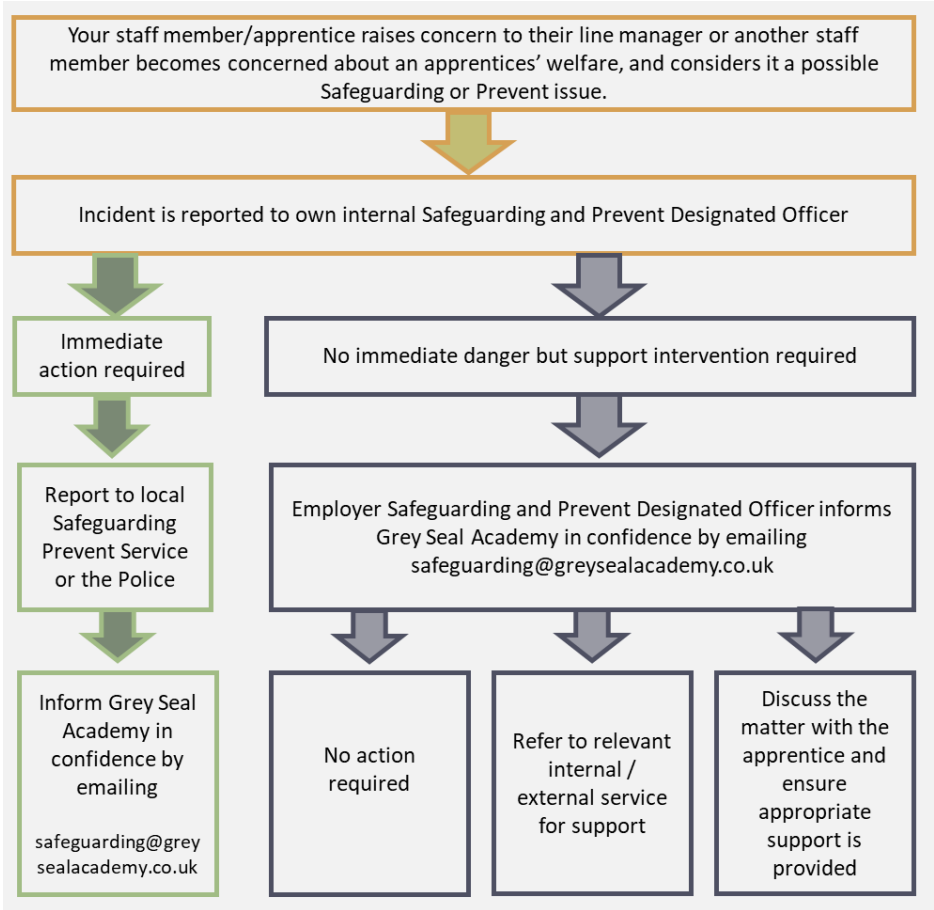
- Education
- Health
- Social Care
- Police

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](#).

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 learners 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

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.

	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 =		
4	Required to date			360			-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	Hours spent
6							
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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