

## Entry 3 - Unit 2 - Cleaning Services and Work Management

### Assessor's guide to interpreting the criteria

#### General Information

- Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the RQF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults.

#### Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.
- We expect at least 15 hours of guided study to be under-taken before this Unit Award is made to those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.
- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

### Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

### Expansion of the assessment criteria

The Entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. They will start to relate tasks to contexts and be aware of consequences of actions for themselves and others. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

#### An activity will typically be 'structured' when:

- \* there are several steps that need to be sequential; and
- \* the learner has opportunities to practice the sequence or clear guidance is provided.

### 1. The candidate will understand, plan, organise and communicate work

#### 1.1 I can understand and interpret work instructions and work schedules

The candidate should be able to know what they are required to do

**Evidence:** Relevant information in their publications and documents.

#### Additional information and guidance

Some candidates may be cleaning at unsocial hours and may not have anyone to ask about what is required. They will have been left some instructions by other teams and need to understand and carry these out.

#### 1.2 I can check and take note of inventory levels of cleaning materials, tools, equipment and products

Candidates should be able to keep track of their environment

**Evidence:** From portfolio files and assessor verification.

#### Additional information and guidance

It is no good coming in to do a cleaning job when the vacuum cleaner is full up and there are no replacement dust bags for it as the job will likely not be possible to complete. It is up to candidates to keep a check on their materials to make sure they are in full working order and that cleaners etc have replacements when they run out.

#### 1.3 I can communicate, report and provide feedback to clients

Candidates should be able to work with clients

**Evidence:** From portfolio files.

### Additional information and guidance

Different clients will require a range of feedback to them about the work that candidates do. They need to be prepared to be able to communicate to their clients the information they have asked for, such as rotas, materials used and other facts.

#### 1.4 I can manage and monitor my own work

Candidates will be able to manage themselves

**Evidence:** Assessors observation of finalised published work.

### Additional information and guidance

Candidates need to demonstrate they know their environment and how to be effective in their job.

#### 1.5 I can inspect the progress and quality of cleaning operations at various locations

Candidates will be able to check their work across different venues

**Evidence:** Assessors observation of finalised published work.

### Additional information and guidance

Some candidates may be working a contract that requires them to work in multiple sites with differing cleaning needs. They need to demonstrate that they can work across these effectively.

#### 1.6 I can work with confidential information and personal items

Candidates will be able to carry out tasks with considerations of privacy

**Evidence:** Assessors observation of finalised published work.

### Additional information and guidance

Some candidates work will require them to deal with personal and private materials and they need to demonstrate their awareness and sensitivity to this situation.

#### 1.7 I can plan my work, including structuring it in time, space and assigning priority

Candidates will be able to work intelligently and with purpose

**Evidence:** Assessors observation of finalised published work.

### Additional information and guidance

Some jobs will require candidates to demonstrate some time management and prioritisation skills to make sure jobs happen in the right order and as required.

#### 1.8 I can react and deal with problems which arise during my work

Candidates will be able to manage their work environment

**Evidence:** Assessors observation of finalised published work.

### Additional information and guidance

Sometimes everything that could go wrong will go wrong and candidates need to show that they can

deal with these problems and keep to their tasks.

### Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

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