

Level 2 Healthcare Cleaning Operative

Innovate Awarding Assessment Specification





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Innovate Awarding

Meet our Managing Director



Welcome to the Level 2 Healthcare Cleaning Operative Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

Charlotte Bosworth



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We recognise the need for a clear specification, resources and support.

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About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship standards, certifying thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>



Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 2 Healthcare Cleaning Operative EPA Journeys are available to download on epaPRO.

epaPRO

epaPRO is our EPA platform, streamlining the process including:

- Apprenticeship registration
- Assessment scheduling to results and certification
- Policy and guidance documents
- Reporting

The platform increases efficiency and reduces administration to support every step of EPA.

epaPRO:

<https://innovate.epapro.co.uk/login>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 2 Healthcare Cleaning Operative apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

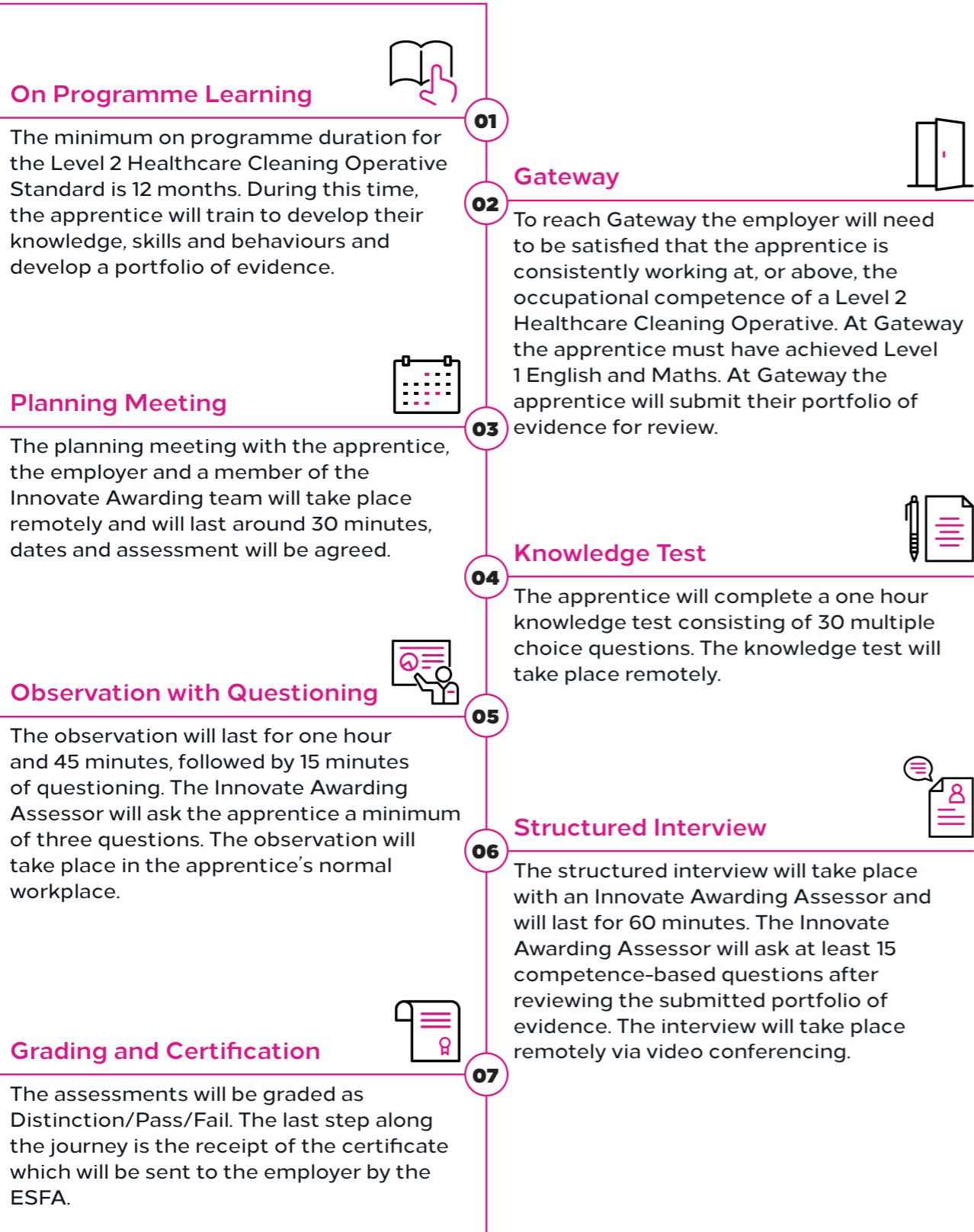
The apprentice will typically spend 12 months on-programme, working towards the Level 2 Healthcare Cleaning Operative Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Knowledge test
- Observation with questioning
- Structured interview underpinned by a portfolio

Assessment Journey



The Apprentice

The Level 2 Healthcare Cleaning Operative Apprenticeship is ideal for individuals who are currently working in or looking to work in a healthcare or hygiene environment where specific attention to infection control, safety and sanitation for the health and wellbeing of service users is required.

This apprenticeship can be completed in both public and private sectors within suitable establishments including hospitals, care homes, doctors and dentist surgeries, healthcare settings within prisons and schools and leisure facilities. The individuals taking this apprenticeship must be in a role where their sole purpose requires them to instigate high level cleans to avoid the growth of bacteria and the spread of diseases and viruses daily.





Off-the-Job Training

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 the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

Gateway



Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 2 Healthcare Cleaning Operative Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they are satisfied that the apprentice is competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Healthcare Cleaning Operative and ready to enter EPA. This decision should be taken after conversation with the provider and the apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

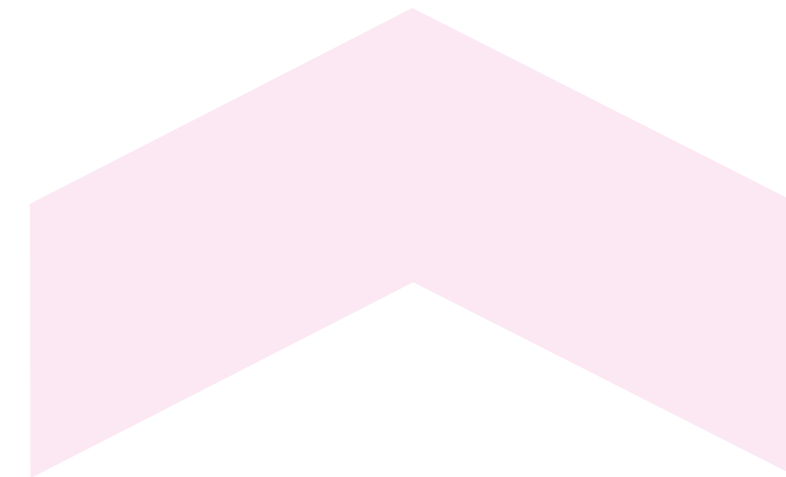
✧ Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 2 Healthcare Cleaning Operative Assessment Plan. Although this is important, it is about the provider, the apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for EPA, so they can claim competency.

To pass through Gateway, typically the apprentice will have been training for 12 months. They must also have:

- Achieved Level 1 English and Maths
- Attempted a Level 2 in English and Maths (if the apprentice has started the apprenticeship before August 2022)
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 2 Healthcare Cleaning Operative
- Compiled, and be ready to submit, a portfolio of 10 discrete pieces of evidence towards the structured interview
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio of evidence meets the requirements of the knowledge, skills and behaviours set out within the Level 2 Healthcare Cleaning Operative Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.



✧ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

Providers can book a planning meeting on epaPRO once Gateway documents have been submitted

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 2 Healthcare Cleaning Operative 30 minute planning meeting will book assessment timeslots for the:

- Knowledge test
- Observation with questioning
- Structured interview underpinned by a portfolio of evidence

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



✧ Portfolio of Evidence Guidance

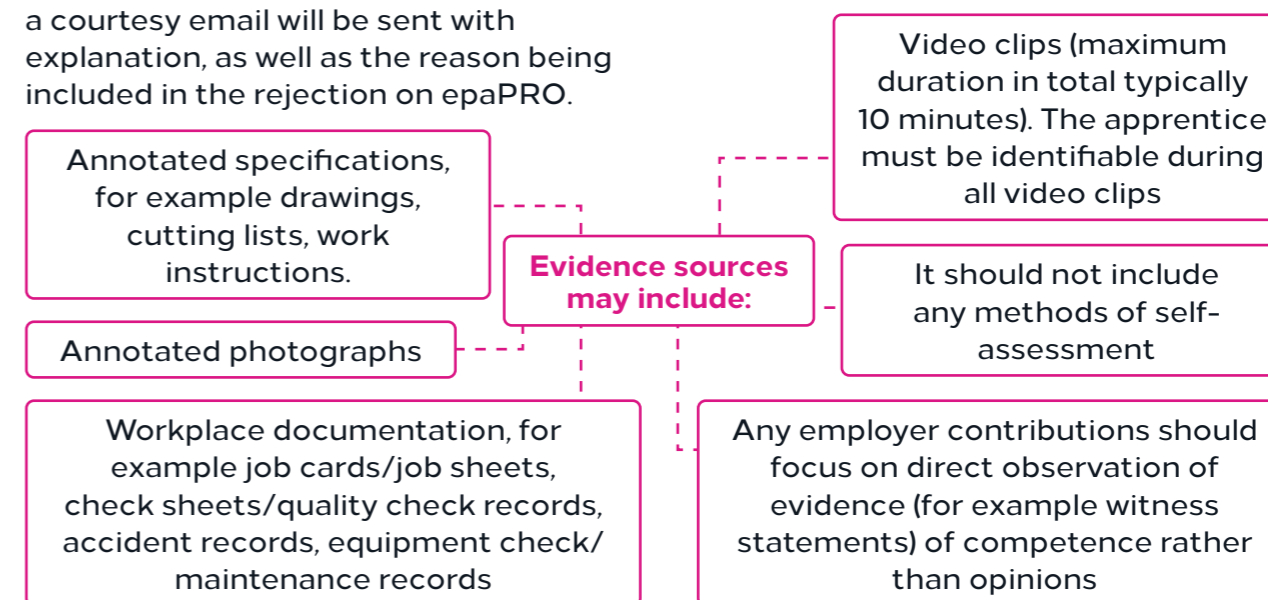
Employers will ensure their apprentice has compiled a portfolio during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the structured interview but will not be assessed by us.

We will review the portfolio in preparation for the structured interview but will not provide feedback on the portfolio itself. The portfolio of evidence can be electronic or paper-based (or a mixture of both).

Portfolio content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file. The Innovate Awarding Assessor will then check the portfolio prior to accepting Gateway. Feedback is not required, although generally if they are rejecting Gateway due to the portfolio being inadequate, a courtesy email will be sent with explanation, as well as the reason being included in the rejection on epaPRO.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the structured interview
- The portfolio of evidence will typically contain 10 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this



End-Point Assessment

✦ Assessment Methods

Assessment Method 1

Knowledge test

The knowledge test consists of a multiple-choice test which is an effective way of assessing the associated knowledge and skills for the occupation of the Healthcare Cleaning Operative. The occupation requires the ability to recall from memory the underpinning knowledge in relation to health and safety, legislation and procedures. The multiple-choice test will consist of 30 questions. The apprentice must correctly answer a minimum of 19 questions out of 30 to achieve a pass. The apprentice has a maximum of 60 minutes to complete the test.

These questions will consist of multiple-choice questions and a minimum of 12 questions based on a scenario or case study, which will have a closed response. The test is a closed book which means that the apprentice cannot refer to reference books or materials.



Assessment Method 2

Observation with questioning

The observation with questioning will be conducted and assessed by an Innovate Awarding Assessor. The observation must take place within the apprentice's normal workplace, in which they will demonstrate the KSBs assigned to this activity. The tasks chosen should reflect what is completed daily by Healthcare Cleaning Operatives. In advance of the observation, apprentices will be provided with information on the format of the observation, including timescales.

The following activities will be observed during the observation:

- Scheduled cleans, this can include periodic cleaning where appropriate
- Infection Prevention following Standard Operating Procedures including the use of PPE

The Innovate Awarding Assessor will only observe one apprentice at any one time, this is to ensure quality and rigour. The observation will take 1 hour and 45 minutes (2 hours including 15 minutes allowance for questioning). The observation may be split into discrete sections held over a maximum of one working day. The length of a working day is typically considered to be 7.5 hours. The Innovate Awarding Assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of the observation.

The Innovate Awarding Assessor must be unobtrusive whilst conducting the observation. The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- Questions will be asked after the observation is complete
- The Innovate Awarding Assessor will ask a minimum of three questions
- The questions are used where clarification is required on activities seen during the observation
- These questions will be asked within a time period not exceeding 15 minutes in addition to the time allowed for the observation

Please see Annex 3 for Assessment Method Grading Descriptors.

Assessment Method 3

Structured interview underpinned by portfolio of evidence

The structured interview underpinned by a portfolio will take the form of an interview which will be structured to provide the apprentice with the opportunity to achieve the KSBs assigned to this assessment method. Questioning will assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The structured interview underpinned by portfolio:

- Allows the apprentice to be assessed against KSBs that may not occur naturally daily, would take too long to observe or do not lend themselves to direct observation
- Enables the apprentice to demonstrate the application of skill and behaviours as well as knowledge
- Allows for testing of responses where there are several potential answers that couldn't be tested through the multiple-choice test

The Innovate Awarding Assessor will conduct and assess the interview remotely. The structured interview will last for 60 minutes. The Innovate Awarding Assessor has the discretion to increase the time of the structured interview by up to 10% to allow the apprentice to complete their last answer.

Further time may be granted for apprentices with appropriate needs, in line with Innovate Awarding's Reasonable Adjustments Policy.

The Innovate Awarding Assessor will ask a minimum of 15 open, competence-based questions. Apprentices are expected to understand and use relevant occupational language that would be typical of an apprentice working at the level of this occupation.

The questions will focus on coverage of prior activity to demonstrate the KSBs mapped to this method, underpinned by the apprentice's portfolio of evidence. Apprentices should refer to and illustrate their answers with evidence from their portfolio of evidence, however, the portfolio of evidence is not directly assessed. The questions should give all apprentices equal opportunity to demonstrate any distinction criteria.

Please see Annex 3 for Assessment Method Grading Descriptors.

Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor will grade the observation with questioning and the structured interview underpinned by a portfolio of evidence.

Innovate Awarding will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, apprentices must achieve a pass in the knowledge test and observation with questioning and a distinction in the structured interview.

To achieve an overall pass, the apprentice must achieve a pass in all three assessment methods.

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Knowledge Test	Observation with Questioning	Structured Interview underpinned by a portfolio of evidence	Overall Grading
Pass	Pass	Distinction	Distinction
Pass	Pass	Pass	Pass
Pass	Pass	Fail	Fail
Pass	Fail	Pass	Fail
Fail	Fail	Fail	Fail

Annex 1

✧ Assessment Plan and Occupational Standard

The Level 2 Healthcare Cleaning Operative Apprenticeship Standard and the latest version of the Assessment Plan can be accessed using this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-cleaning-operative-v1-0>

**Level 2 Healthcare Cleaning Operative ST0843
Version 1.0**

**Sector: Health and Science
EQA Organisation: Ofqual**



Annex 2 Additional Information

✧ Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

✧ Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. In the event of a re-sit/re-take the apprentice must use a different project but can use the same portfolio of evidence.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of us, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless we determine there are exceptional circumstances requiring a re-sit or re-take.

✧ Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Annex 3

Support Materials

✧ Assessment Method 2 Grading Descriptors



Assessed Criteria	Pass Grading Descriptor
S1 Comply with National and local standards, policies, guidelines and procedures to include: <ul style="list-style-type: none">Manual handlingUse of PPEThe NHS cleaning specificationWaste disposalSafeguarding and data protectionThe correct identification and use of a range of waste storage containers (sacks and bags)The safe disposal of waste and spent solutionsCompliance with the cleaning and disinfecting policy as well as colour coding	Demonstrates compliance with national and local standards, policies and guidelines (S1)
S3 Identify risk categories and colour coding correctly in order to carry out cleaning appropriately	Follows SOPs in order to identify the associated risk of the clean.
S4 Prepare cleaning materials and machinery appropriate to the task	Selects the correct cleaning materials and prepares equipment correctly including following colour coding requirements with cloths, buckets, mops etc. (S3 S4)
S5 Select the correct chemicals for the task considering COSHH and using correct dilution rates and applicable data sheets	Selects the correct chemicals and machinery for a task and uses them correctly, identifying risk categories and colour coding correctly. (S5 S6)
S6 Select and use correct cleaning equipment (fogging machine, floor machines) and equipment for a range of routine and specialist cleans (e.g. hard floors, clinical areas, communal areas, pool side, mortuary, operating theatres) including cleaning of equipment after use and apply principles of PAT testing to ensure equipment is safe to use.	Demonstrates utilising correct cleaning chemicals and following instructions for use and dilution. (S5 S6) Performs safety checks before using equipment and cleans it after use in line with SOPs e.g. checking wires. (S6)



S7 Carry out tasks according to Standard Operating Procedures (SOPs) (e.g. schedules of work, recording of completed tasks, fault reporting, stock recording / ordering)	Conducts cleaning tasks to SOPs and demonstrates procedures to prevent and control infections (S7 S9)
S9 Carry out tasks to the appropriate standard to ensure infection prevention and control. For example the cleaning of rooms where a patient is being barrier nursed.	
S11 Carry out scheduled and periodic cleaning, prioritising work where required	Carries out scheduled and periodic cleaning and manages time effectively, including responding to changes in priority (S11 B4)
B4 Time management and ability to complete work to schedule	
S13 Apply the principles of hygiene to the role (i.e. clean uniform, hand hygiene and cross contamination).	Applies the principles of hygiene including hand hygiene, clean uniform and measures to avoid cross contamination.
Appropriately use PPE and apply the bare below the elbow process.	Uses PPE correctly, applying the bare below the elbow process (S13)
S15 Demonstrate housekeeping of storage areas best practice, techniques and implications to include stock rotation, ordering of materials, optimum storage environment (temperature, humidity, ventilation) for chemicals and machinery.	Demonstrates housekeeping and secure storage of cleaning equipment and materials (S15 S16)
S16 Ensure the security of cleaning equipment and materials	
S18 Communicate with colleagues, patients and their families professionally	Demonstrates communication skills that show dignity, respect and professionalism to co-workers, patients and their families (S18 B1)
B1 Dignity, respect and professionalism	

Annex 3

Support Materials

✧ Assessment Method 3 Grading Descriptors



Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K2 How to manage risk (i.e. follow out risk assessments, risk categories and colour coding) and identify when there is a need for change from routine to enhanced cleaning protocols in line with the Local and National standards and policies.	Provides examples of how they manage risk in their role, differentiating between a hazard and a risk. Gives an example of when it would be appropriate to switch from routine to enhanced cleaning procedures. (K2)	Provides an example of any changes they have or would suggest to improve cleaning protocols. Explains how a risk assessment they carried out enhanced cleaning protocols. (K2)
B3 Reliability and consistency, taking responsibility for the integrity of your own actions and completed work	Provides detail on multiple routine risk assessments they have recently carried out in their role and why it is important to carry these out. (S2 B3)	N/A
S2 Carry out risk assessments		
B6 Analytical thinker and problem solver	Explains how they determine the nature of soil or contaminated matter and how best to treat it based upon its composition and location. Provides examples of when they have used different cleaning techniques on different types of soiling (this could include the use of the equipment in the different cleans identified in K2). (S17 B6)	N/A
S17 Classify soils/contaminating matter correctly and apply the most appropriate removal methods which could include: <ul style="list-style-type: none">Organic soilingInorganic soilingMicrobiological residues		Provides reasons as to the importance of using the correct treatment on the different soiling or contamination. (S17)
K5 Selection and use of correct cleaning equipment and machinery for a range of routine and specialist cleans (e.g. hard floors, clinical areas, communal areas, dining areas) including cleaning of equipment after use and principles of PAT testing to ensure safe to use	Provides examples of the types of equipment that would be selected for a range of routine and specialist cleans. (K5)	Provides reasons for the cleaning of different equipment after use and explains the risks of cross contamination. (K5)



S10 Carry out different rapid response cleans (e.g. bodily fluid, chemical spillage, hazardous waste)	Explains how they carry out different rapid response cleaning. (S10)	N/A
B5 A flexible approach to your work when required	Establishes a flexible approach to work (B5) Provides examples of when they have needed to adjust their working practices. (B5)	N/A
K11 Types of cleaning and the difference between disinfection and cleaning to include: <ul style="list-style-type: none">Terminal cleansBarrier cleansIsolation cleansDischarge cleansDecontamination cleans	Gives an example of each of these types of cleans and how they would be carried out including equipment, relevant PPE and cleaning techniques. (K11 S12)	N/A
S12 Carry out a range of cleaning and disinfection tasks to include: <ul style="list-style-type: none">Terminal cleansBarrier cleansIsolation cleansDischarge cleansDecontamination cleans		Justifies the selection of each of the cleans for the examples given. (S12)
K6 The roles and responsibilities in relation to Standard Operating Procedures (SOPs) (e.g. schedules of work, recording of completed tasks, fault reporting and stock recording/ordering)	Describes and explains roles and responsibilities in relation to SOPs. (K6)	Justifies roles and responsibilities in relation to SOPs. (K6)



K13 How to assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)	Provides examples of when they have cleaned service user equipment by taking them apart fully, detailing the correct procedures they have followed. Explains the relationship of SOPS in the preparation to clean equipment process. (K13 S14)	Provides detail on why it’s important to fully disassemble equipment prior to cleaning and explains in which circumstances this would not be practical. (K13)
S14 Assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)		N/A
S8 Recognise the signs of infestation and follow organisational procedures to appropriately address and eradicate the problem, e.g. rodents, insects, cockroach & pigeon waste, report according to local procedures and work with partners to eradicate them in line with local and national standards and policies.	Provides an example of where they have recognised a pest infestation, how they recognised there was a problem and the action they took. (S8)	Explains why it is important to report signs of pest infestation immediately. (S8)
S19 Apply the principles of Equality & Diversity at all times being culturally aware and adapting tasks to suit the needs of the patient (e.g. age, race, religion, disability, those with dementia)	Describes when the application of equality and diversity has played a role in their working life. (S19)	Explains why it is important to apply the principles of equality and diversity. (S19)
S20 Portray a positive Corporate image (e.g. customer service, smart appearance)	Describes how they portray a positive corporate image. Apprentice to identify where to find Corporate Image policy (Uniform/Customer care code). (S20)	Provides valid reasons why compliance with the corporate image is required (S20)



B2 Working independently and as part of a team; having the courage to challenge areas of concern and working to evidence based best practice	States the responsibilities and limitations of own role and explains when they work as part of a team. (B2) Describes examples of where they have challenged areas of concern and applied best practice to their work (risk assessments, manual handling, following COSHH data sheets). (B2)	N/A
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Level 2 Healthcare Cleaning Operative

Innovate Awarding Assessment Specification

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