Pearson Edexcel Level 3 Certificate in Facilities Management Practice

Specification

Competence-based qualification

Certificate for first registration February 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Certificate in Facilities Management Practice (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 Certificate in Facilities Management Practice specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	7
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	13-92
The Award and Diploma qualifications have been removed from the specification as they are no longer available.	

Earlier issue(s) show(s) previous changes.
If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Further information and useful publications

Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Certificate in Facilities Management Practice:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Certificate in Facilities Management Practice:	600/0486/1	01/02/11

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 Certificate in Facilities Management Practice

These qualifications:

- are nationally recognised
- are based on the facilities management National Occupational Standards (NOS). The NOS, assessment principles and qualification structure(s) are owned by Asset Skills.

The Pearson Edexcel Level 3 Certificate in Facilities Management Practice have been approved as a component for the Facilities Management Advanced Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are designed for first line managers and supervisors working in the facilities management environment. They support a range of operations including building maintenance, catering, reception and security. The key aspects of any facilities management role are monitoring facilities, developing relationships with colleagues and other parties and ensuring that health and safety are maintained.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of these qualification to the learner and employer?

These qualifications allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the facilities management sector as defined by Asset Skills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. These qualifications may contribute towards the competence element of an apprenticeship.

What are the potential job roles for those working towards these qualifications?

- Facilities management coordinator
- Contract manager – facilities management.

What progression opportunities are available to learners who achieve these qualifications?

Learners completing the Pearson Edexcel Level 3 Certificate in Facilities Management could progress to generic management qualifications such as the Pearson Edexcel Level 3 NVQ Certificate in Management.

What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Facilities Management Practice?

The Total Qualification Time (TQT) for this qualification is 310 hours.

The Guided Learning Hours (GLH) for this qualification is 139.

To achieve the Pearson Edexcel Level 3 Certificate in Facilities Management Practice learners must achieve a minimum of 31 credits.

Learners must achieve three mandatory units to a credit value of 15 and optional units to a minimum credit value of 16.

Five credits must come from suite one, eight credits must come from suite two and three credits must come from suite three.

Mandatory units

Unit reference	Unit title	Credit	Level
1	H/601/6723 Provide and monitor facilities for clients	6	3
2	H/600/9660 Develop working relationships with colleagues	3	2
3	L/600/9703 Develop and implement a risk assessment plan in own area of responsibility	6	4

Optional units – suite one

Unit reference	Unit title	Credit	Level
4	J/601/1515 Monitor and solve customer service problems	6	3
5	L/601/6974 Contribute to the management of incidents and emergencies	5	3
6	M/600/9600 Set objectives and provide support for team members	5	3
7	L/600/9734 Procure supplies	2	3

Optional units – suite two

Unit reference	Unit title	Credit	Level
8	K/601/8599 Operate security measures	3	3
9	H/601/7001 Monitoring operational performance	5	3
10	M/601/7051 Maintain property and assets	5	3
11	A/601/7053 Contribute to disaster recovery and contingency planning	5	3
12	F/601/7054 Manage space	6	3
13	J/601/7055 Carry out energy management	6	3
14	T/601/6984 Manage facilities management projects	6	3

Optional units – suite three

Unit reference	Unit title	Credit	Level
15	T/600/9601 Provide leadership and direction for own area of responsibility	5	4
16	R/601/2134 Understanding sustainability and environmental issues and the impact on facilities management	3	4
17	T/600/9663 Recruit staff in own area of responsibility	4	5
18	A/600/9695 Manage a budget for own area or activity of work	7	5
19	M/600/9659 Implement change in own area of responsibility	6	4
20	F/601/4090 Specify, commission and manage external contracts and agreements	9	4

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace, as specified in the assessment principles for the sector, or
- as part of a training programme.

Assessment principles

The assessment principles for these qualifications has been included in *Annexe C*. They have been developed by Asset Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment principles include details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment principles in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment principles for information about which of the following are permissible:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment principals (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the facilities management sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment principles*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

This is the formal title of the unit that will appear on the learners certificate

Unit reference number:

This is the unit owner's reference number for the specified unit.

Level:

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value:

All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary:

This provides a summary of the purpose of the unit.

Assessment principals:

The assessment principals are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.

Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1:   Provide and monitor facilities for clients

Unit reference number: H/601/6723

Level: 3

Credit value: 6

Guided learning hours: 35

Unit summary

This unit is for first line managers/supervisors and is about establishing the nature of facilities required by clients and monitoring their delivery.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the facilities service needs of clients	1.1 describe how different organisational structures and cultures create different types of facilities management requirements			
	1.2 describe the relationship between the client's core business drivers and facilities management functions			
	1.3 explain the role of facilities management services in achieving the client's business objectives			
	1.4 identify the types of additional or improved services which can be offered to clients in order to exploit business opportunities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to negotiate the delivery of services to clients	2.1	assist clients in establishing the nature of the facilities management services they require 2.2 identify cost-effective facilities management services which are consistent with the client's objectives, policies and constraints			
		2.3	check that proposed services comply with legal and regulatory requirements			
		2.4	identify the range of office services, equipment and resources to be used to deliver the agreed facilities management programme			
		2.5	agree effective formal agreements with clients and how they will be monitored			
		2.6	agree channels of communication with clients and arrangements for dealing with issues and problems in service delivery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to organise the delivery of services	3.1	explain the content and requirements of service level agreements to deliver services			
		3.2	carry out work in accordance with service level agreements, approved procedures and instructions			
		3.3	ensure behaviour, appearance and dress meet organisational requirements			
		3.4	communicate with colleagues, clients and others in a way that promotes effective formal and informal working relationships			
		3.5	ensure that information, instructions and documentation given to others is authorised, accurate and up to date			
		3.6	work safely following agreed procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to monitor the effective delivery of services to clients	4.1 follow procedures for monitoring the delivery of the agreed services			
	4.2 maintain accurate and up-to-date records of all monitoring and evaluation activity using agreed formats			
	4.3 identify problems likely to affect the safety and use of premises and take immediate remedial action			
	4.4 report on service delivery to clients			
	4.5 evaluate if facilities and services are meeting original requirements and identify additional services that could be offered			
	4.6 identify alternative ways of improving service delivery and make recommendations and suggestions to clients			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

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Unit 2: Develop working relationships with colleagues

Unit reference number: H/600/9660

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit will help learners to establish and develop effective working relationships with colleagues.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the benefits of working with colleagues	1.1 describe the benefits of productive working relationships			
2 Be able to establish working relationships with colleagues	2.1 identify colleagues within own and other organisations 2.2 agree the roles and responsibilities for colleagues			
3 Be able to act in a professional and respectful manner when working with colleagues	3.1 explain how to display behaviour that shows professionalism			
4 Be able to communicate with colleagues	4.1 identify, information to others clearly and concisely 4.2 explain how to receive and clarify own understanding of information			
5 Be able to identify potential work-related difficulties and explore solutions	5.1 identify potential work-related difficulties and conflicts of interest 5.2 explain how to resolve identified potential difficulties			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 3: Develop and implement a risk assessment plan in own area of responsibility

Unit reference number: L/600/9703

Level: 4

Credit value: 6

Guided learning hours: 20

Unit summary

This unit helps learners promote, monitor and review health and safety in own area of responsibility.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal requirements and personal responsibilities for health and safety within an organisation	1.1 state the legal requirements that apply to own role in relation to health and safety			
	1.2 consult with specialist advisor(s) on health and safety policy and procedures			
	1.3 explain an organisation's health and safety responsibilities			
	1.4 describe health and safety responsibilities in own area of responsibility			
2 Be able to promote the importance of health and safety practices	2.1 communicate an organisation's written health and safety policy to individuals within own area of responsibility			
	2.2 allocate sufficient resources to deal with health and safety issues in own area of responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to ensure that hazards and risks are identified and managed in own area of responsibility	3.1 consult with colleagues on health and safety hazards and risks in own area of responsibility			
	3.2 assess health and safety hazards and risks in own area of responsibility			
	3.3 identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements			
	3.4 develop and implement a plan in own area of responsibility			
4 Be able to monitor and review health and safety performance and policy in own area of responsibility	4.1 establish procedures that monitor health and safety performance in own area of responsibility			
	4.2 review the health and safety performance of own area of responsibility			
	4.3 review the health and safety policy in own area of responsibility			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 4: Monitor and solve customer service problems

Unit reference number: J/601/1515

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This Unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Solve immediate customer service problems	1.1 respond positively to customer service problems following organisational guidelines			
	1.2 solve customer service problems when they have sufficient authority			
	1.3 work with others to solve customer service problems			
	1.4 keep customers informed of the actions being taken			
	1.5 check with customers that they are comfortable with the actions being taken			
	1.6 solve problems with service systems and procedures that might affect customers before customers become aware of them			
	1.7 inform managers and colleagues of the steps taken to solve specific problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Identify repeated customer service problems and options for solving them	2.1 identify repeated customer service problems			
	2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option			
	2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation			
3 Take action to avoid the repetition of customer service problems	3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated			
	3.2 action their agreed solution			
	3.3 keep their customers informed in a positive and clear manner of steps being taken to solve any service problems			
	3.4 monitor the changes they have made and adjust them if appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to monitor and solve customer service problems	4.1 describe organisational procedures and systems for dealing with customer service problems			
	4.2 describe the organisational procedures and systems for identifying repeated customer service problems			
	4.3 explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers			
	4.4 explain how to negotiate with and reassure customers while their problems are being solved			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 5: Contribute to the management of incidents and emergencies

Unit reference number: L/601/6974

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is for first line managers/supervisors working in facilities management and is about contributing to the management of incidents and emergencies by reporting them and helping to correct them.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the procedures for dealing with incidents and emergencies	1.1 explain the implications of statutory requirements when dealing with incidents and emergencies			
	1.2 identify the emergency procedures for plant and site for different types of incidents and emergencies			
	1.3 explain the types of incidents and emergencies which should be reported, including: – fire – flood – toxic vapour and/or liquid release – explosions – injured personnel – major plant or service failure			
	1.4 explain how to interpret operational policies, procedures, instructions, codes of practice, standards and schedules relating to incidents and emergencies			
	1.5 explain the procedure for responding in the early stages of an incident and/or emergency			
	1.6 describe own role and responsibilities during incidents and emergencies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 identify communication channels to be used in different types of incident and/or emergency			
	1.8 explain the correct first response to dealing with casualties			
2 Be able to report incidents and emergencies	2.1 identify the nature, location and scope of the incident and/or emergency			
	2.2 raise the appropriate alarms			
	2.3 report the incident to appropriate people in accordance with organisational and/or plant reporting procedures			
	2.4 provide accurate and unambiguous information to appropriate people			
	2.5 complete all relevant documentation accurately following agreed formats			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to the correction of incidents and emergencies	3.1	follow appropriate procedures after the situation has been assessed			
		3.2	act promptly and in association with others			
		3.3	interpret operational policies, procedures, instructions, codes of practice, standards and schedules relating to incidents and emergencies			
		3.4	select, issue and use appropriate personal protective equipment appropriate to the incident and/or emergency			
		3.5	select and use the correct emergency equipment			
		3.6	inform appropriate people as actions are taken			
		3.7	take the correct actions promptly, in accordance with procedures, to deal with the incident and/or emergency in a safe manner			
		3.8	minimise damage, waste and loss resulting from the incident and/or emergency			
		3.9	modify actions in response to changing conditions			
		3.10	work safely in accordance with operational requirements			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 6: Set objectives and provide support for team members

Unit reference number:	M/600/9600
Level:	3
Credit value:	5
Guided learning hours:	35

Unit summary

This unit helps learners to set and support individuals and teams to achieve objectives.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to communicate a team's purpose and objectives to the team members	1.1 describe the purpose of a team			
	1.2 set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)			
	1.3 communicate the team's purpose and objectives to its members			
2 Be able to develop a plan with team members showing how team objectives will be met	2.1 discuss with team members how team objectives will be met			
	2.2 ensure team members participate in the planning process and think creatively			
	2.3 develop plans to meet team objectives			
	2.4 set SMART personal work objectives with team members			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support team members identifying opportunities and providing support	3.1	identify opportunities and difficulties faced by team members			
		3.2	discuss identified opportunities and difficulties with team members			
		3.3	provide advice and support to team members to overcome identified difficulties and challenges			
		3.4	provide advice and support to team members to make the most of identified opportunities			
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1	monitor and evaluate individual and team activities and progress			
		4.2	provide recognition when individual and team objectives have been achieved			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 7:   Procure supplies

Unit reference number: L/600/9734

Level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to identify required supplies, procure supplies and monitor their delivery.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to identify requirements for supplies	1.1	select colleagues to agree requirements for supplies			
	1.2	produce a specification for supply requirements			
2 Be able to evaluate suppliers that meet identified requirements	2.1	identify suppliers that meet resource, organisational and legal requirements			
	2.2	evaluate suppliers against requirements			
3 Be able to select suppliers and obtain supplies	3.1	select supplier(s) that best meet requirements			
	3.2	explain how to agree the contractual terms with selected supplier(s)			
4 Be able to monitor supplier performance	4.1	identify how to monitor supplier performance and delivery against agreed contractual terms			
	4.2	explain the procedure for dealing with breaches of contract			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 8: Operate security measures

Unit reference number:	K/601/8599
Level:	3
Credit value:	3
Guided learning hours:	15

Unit summary

This unit is for first line managers and supervisors working in facilities management and is about ensuring that security measures are effective.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to determine the effectiveness of current security measures	1.1 carry out a security risk assessment			
	1.2 collate and review information on the operation and effectiveness of current security systems and procedures			
	1.3 carry out physical checks on all security systems			
	1.4 identify the weaknesses, restrictions and limitations of current security systems and procedures			
2 Be able to report any weaknesses in security measures	2.1 identify any immediate risks to assets and inform own organisation and clients of critical weaknesses in security measures			
	2.2 provide own organisation and clients with information on the effectiveness of security measures			
	2.3 make recommendations for improvements to security measures to the appropriate person			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 9: Monitoring operational performance

Unit reference number: H/601/7001

Level: 3

Credit value: 5

Guided learning hours: 27

Unit summary

This unit is for first line managers and supervisors working in facilities management and is about managing operational performance and monitoring the outcomes of facilities and services provided in house or by external contractors.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of operational performance measurement	1.1 explain how performance measurement contributes to organisational objectives and activities			
	1.2 identify external operational standards and standard setting bodies			
	1.3 explain procurement theories, models and practices for operational and contract management			
	1.4 identify systems for gathering business data to allow the measurement of historical performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to establish and monitor performance indicators	2.1 align operational business activities to a common set of objectives to improve effectiveness			
	2.2 specify performance indicators that can be cost effectively measured in terms of what needs to be delivered, to what standard and in what timeframe(s)			
	2.3 ensure that systems are in place to set, gather, collate, analyse and refine the key performance information from operational clusters			
	2.4 establish and operate systems for communicating variances between actual performance and targets clearly to permit senior management to take appropriate action			
	2.5 ensure regular monitoring of contractor performance against contracts, service level agreements and other performance measurement tools			
	2.6 establish effective control systems to monitor progress and identify and record deviations from service levels			
	2.7 redefine contract results where monitoring indicates this is necessary			
	2.8 provide contractors with the necessary information and accurate feedback on their work to enable them to deliver the required operational outcomes			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 10:   Maintain property and assets

Unit reference number: M/601/7051

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is for first line managers and supervisors working in facilities management and is about ensuring that maintenance activities are carried out effectively.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to identify maintenance requirements	1.1	identify the different types of maintenance required for particular properties and assets			
	1.2	identify the legislation controlling the carrying out of maintenance activities			
	1.3	review information on property's age, condition and usage together with previous maintenance activity			
	1.4	conduct maintenance inspections and identify faults and problems requiring corrective or preventative action and keep accurate records of inspections			
	1.5	ensure that clients and building users obligations comply with statutory and lease requirements			
2 Be able to plan and schedule the maintenance of property and assets	2.1	prioritise the type and nature of maintenance activity required			
	2.2	prepare or review existing maintenance plans and schedules			
	2.3	identify the resources or expertise required to carry out maintenance activity against agreed budget			
	2.4	organise the required resources, expertise or specialist services and agree timing and costs of activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out required maintenance activities	3.1 ensure authorisation has been given for maintenance activity and costs			
	3.2 agree with clients and building users the nature and timing of maintenance activity and any implications for them			
	3.3 monitor the quality of maintenance activities and maintain accurate records			
	3.4 review maintenance requirements over time in relation to building and assets usage and recommend changes as required			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 11: Contribute to disaster recovery and contingency planning

Unit reference number: A/601/7053

Level: 3

Credit value: 5

Guided learning hours: 31

Unit summary

This unit is for first line managers and supervisors and is about contributing to the management of disaster recovery and contingency planning.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles and processes involved in disaster recovery and contingency planning	1.1 explain the main features of a disaster recovery and contingency planning policy within a facilities management context			
	1.2 identify the sector-specific legislation, regulations, guidelines and codes of practice relating to disaster recovery and contingency planning			
	1.3 describe ways in which disaster recovery and contingency planning policies and procedures are communicated to others			
	1.4 explain procedures for identifying hazards and assessing risks in relation to disaster planning and contingency planning			
	1.5 describe the procedures and systems for monitoring, measuring and reporting on disaster recovery and contingency planning			
	1.6 identify the major parties/stakeholders with an interest in disaster recovery and contingency planning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Able to identify disaster recovery and contingency planning requirements	2.1 identify your personal responsibilities and contribution to disaster recovery and contingency planning policies and plans			
	2.2 seek and make use of specialist expertise in relation to disaster planning and contingency planning			
	2.3 develop a partnership with clients to address adequately all recovery aspects of business functionality in relation to facilities management services			
	2.4 ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and take measures to eliminate or control them			
	2.5 ensure that sufficient resources are allocated across your area of responsibility to deal with disaster recovery and contingency planning issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Able to monitor and adjust disaster recovery and contingency planning processes	3.1 develop a culture within your area of responsibility which puts disaster recovery and contingency planning a major priority 3.2 consult regularly with people in your area of responsibility or their representatives on disaster recovery and contingency planning issues 3.3 operate systems for the effective monitoring, measuring, implementation testing and reporting of disaster recovery and contingency planning performance in your area of responsibility			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 12: Manage space

Unit reference number: F/601/7054

Level: 3

Credit value: 6

Guided learning hours: 33

Unit summary

This unit is for first line managers and supervisors working in facilities management and is about managing the efficient use of space within a facility.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of space utilisation	1.1 explain how to identify, prioritise and balance the space needs of individual clients in a managed facility			
	1.2 identify the criteria used in the allocation of space to ensure that the needs of all clients are taken into account			
	1.3 identify the legislative and regulatory factors influencing the use of space			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to identify the space needs of clients	2.1 allocate space and facility allocation against identified needs and priorities			
	2.2 ensure that space and facility allocation is confirmed with property owners, clients and other interested parties			
	2.3 ensure that space and facility allocation is compatible with adjacent uses and relevant legislation			
	2.4 ensure that approvals required for planned allocation of space and facilities are notified to clients			
	2.5 identify where space and/or facilities requested exceed what is available or can be provided and realistic alternatives discussed with clients			
	2.6 ensure regular consultation with people in your area of responsibility or their representatives on space management issues			
	2.7 seek and make use of specialist expertise in relation to space management			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Able to manage the space needs of clients	3.1 review the options for occupancy, use, facilities, servicing and maintenance regularly with clients and advise on potential benefits of any planned change			
	3.2 operate appropriate monitoring and control systems to ensure the continuing effective use of space			
	3.3 ensure that legal and regulatory requirements are met in relation to: – insurance cover linked to types of use and categories of occupier – required certificates, approvals and inspection reports			
	3.4 conduct regular reviews with clients on existing and future space and facility needs, and revise delivery plans			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 13: Carry out energy management

Unit reference number: J/601/7055

Level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

This unit is for first line managers and supervisors working in facilities management and is about managing energy use.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the principles of energy management	1.1	explain the importance of energy management in the workplace			
	1.2	identify the legislation, regulations, guidelines, codes of practice and best practice which impact on energy management			
	1.3	explain the major methods and systems for managing energy use			
	1.4	explain methods of creating and communicating energy management policies and procedures			
	1.5	explain ways of evaluating the advantages and disadvantages of different strategies and methods for implementing energy management policies			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to identify energy management processes	2.1	identify realistic goals for savings and improvements in energy usage			
	2.2	identify own personal responsibilities and liabilities for energy management			
	2.3	agree the strategies and methods for implementing the energy management policy			
	2.4	identify sources of energy and water wastage on site and make recommendations on how to minimise them			
	2.5	seek and make use of specialist expertise in relation to energy management			
	2.6	ensure advice on energy management is based on accurate, relevant and up-to-date information			
	2.7	give advice to clients which takes into account organisational objectives and constraints which influence energy use			
	2.8	ensure that sufficient resources are allocated across your area of responsibility to deal with energy management issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 ensure that systems are in place for the effective monitoring, measuring, implementation, testing and reporting of energy management performance in your area of responsibility			
	2.10 conduct regular reviews with clients on existing and future energy management needs and revise delivery plans			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 14: Manage facilities management projects

Unit reference number: T/601/6984

Level: 3

Credit value: 6

Guided learning hours: 37

Unit summary

This unit is for first line managers and supervisors working in facilities management who assist in the planning of projects but do not have overall responsibility for them. It is about planning and delivering specific projects.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the project planning process	1.1 identify the primary components of project planning			
	1.2 describe different models of project management and planning			
	1.3 identify methods for assessing risk and ways of minimising them			
	1.4 explain the impact of resources and financial control on project planning			
	1.5 identify ways of estimating the human, physical and time resources required for delivery of the project			
	1.6 identify measurable outcomes and evaluation methods			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Plan the delivery of projects	2.1	establish the project's scope and definition and its contribution to the wider objectives of the organisation			
	2.2	identify the key stakeholders and their expectations of the project			
	2.3	establish the financial, physical and time resources and constraints for the project			
	2.4	conduct a risk assessment and identify risk control measures required			
	2.5	agree methods of communication and reporting on project progress			
	2.6	identify measures by which the project outcomes will be assessed			
	2.7	plan for contingencies throughout the life of the project			
	2.8	establish the skills mix required to achieve the project's outcomes and where to obtain the skills			
	2.9	develop a detailed project plan and evaluate its feasibility			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Carry out facilities management projects	3.1	establish and assign roles and responsibilities for those involved in project			
	3.2	assist in selecting and supporting team members			
	3.3	establish and maintain clear lines of reporting and control			
	3.4	contribute to effective communication and information exchange across team members			
	3.5	set up and operate effective financial and resource control systems, working with others			
	3.6	obtain feedback on success of project against agreed outcomes			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 15: Provide leadership and direction for own area of responsibility

Unit reference number: T/600/9601

Level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

This unit helps learners to provide leadership and direction for their area of responsibility.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to lead in own area of responsibility	1.1 identify own strengths and ability to lead in a leadership role			
	1.2 evaluate strengths within own area of responsibility			
2 Be able to provide direction and set objectives in own area of responsibility	2.1 outline direction for own area of responsibility			
	2.2 implement objectives with colleagues that align with those of the organisation			
3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1 communicate the agreed direction to individuals within own area of responsibility			
	3.2 collect feedback to inform improvement			
4 Be able to assess own leadership performance	4.1 assess feedback on own leadership performance			
	4.2 evaluate own leadership performance			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 16: Understanding sustainability and environmental issues and the impact on facilities management

Unit reference number: R/601/2134

Level: 4

Credit value: 3

Guided learning hours: 12

Unit summary

This unit enables learners to develop their understanding of corporate responsibility and the importance of sustainability and environmental issues and how facilities management impacts on the environment. The unit also develops understanding of the principles and methods of waste management.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand sustainability and corporate responsibility	1.1 explain the terms sustainability and corporate responsibility			
	1.2 explain the legislation that is associated with sustainability and environmental issues			
	1.3 explain the role and responsibility that a facilities manager has in supporting a corporate responsibility policy			
2 Understand the impact of facilities management on the environment	2.1 explain the range of impacts of facilities management activities on the environment			
	2.2 explain how the facilities manager can mitigate, reduce or manage the impact of their activities on the environment			
	2.3 explain the environmental advantages and disadvantages inherent within the various resources utilised by facilities managers			
	2.4 explain new and ongoing developments in environmental management and explain how these may affect facilities managers			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to manage waste and its safe disposal	3.1	explain the principles of waste minimisation			
	3.2	describe methods and systems used to manage waste			
	3.3	identify the relevant legislation in relation to handling, transporting, treating and disposing of waste			
4 Understand how to improve environmental awareness and responsibility	4.1	explain how the facilities manager can influence uses of natural resources, consumption and emissions control to improve the environment			
	4.2	explain how the facilities manager can increase awareness and involvement of staff, contractors and suppliers in relation to environmental policies and sustainability			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 17: Recruit staff in own area of responsibility

Unit reference number: T/600/9663

Level: 5

Credit value: 4

Guided learning hours: 25

Unit summary

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to review human resource requirements to meet business objectives in own area of responsibility	1.1 examine the human resources required to meet objectives in own area of responsibility 1.2 identify gaps between current and required human resources to meet objectives 1.3 assess the options for human resource requirements to meet objectives			
2 Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements	2.1 explain how to ensure recruitment and selection processes are fair 2.2 explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met 2.3 explain when to seek specialist expertise throughout the recruitment process			
3 Be able to participate in the recruitment and selection process	3.1 consult with relevant others to produce or update job descriptions 3.2 agree with colleagues the stages in the recruitment and selection process for identified vacancies 3.3 identify the methods and criteria that will be used in the recruitment and selection process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate the recruitment and selection process and identify improvements for the future	4.1 assess and select candidates using agreed methods and criteria 4.2 evaluate the recruitment and selection methods and criteria used in own area of responsibility 4.3 identify ways of improving future recruitment and selection			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 18:   Manage a budget for own area or activity of work

Unit reference number: A/600/9695

Level: 5

Credit value: 7

Guided learning hours: 30

Unit summary

This unit helps learners to prepare a budget, address variance and monitor a budget for own area of activity or work.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare a budget for own area of responsibility	1.1 evaluate information on resource requirements for own area of activity or work			
	1.2 produce a draft budget			
	1.3 communicate the final budget with relevant stakeholders			
2 Be able to manage a budget	2.1 analyse variances between planned and actual expenditure			
	2.2 provide information on performance to relevant stakeholders			
	2.3 explain how to take corrective action within the limits of own authority, in response to budget variances and developments			
	2.4 explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority			
3 Be able to review budget management performance	3.1 review performance against budget			
	3.2 assess improvements for future budget planning and management			
	3.3 monitor budget performance and implement changes within the limits of own authority or obtain agreement			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 19: Implement change in own area of responsibility

Unit reference number: M/600/9659

Level: 4

Credit value: 6

Guided learning hours: 25

Unit summary

This unit helps learners to implement and evaluate a plan for change in their area of responsibility.

Assessment principals

Please refer to Asset Skills Assessment Principles which can be found in *Annexe C.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to implement change in own area of responsibility	1.1 explain the main models and methods for managing change			
2 Be able to involve and support others through the change process	2.1 communicate the benefits of and reasons for change and how they relate to business objectives			
	2.2 implement and agree a plan to support change			
3 Be able to implement and monitor a plan for change in own area of responsibility	3.1 apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change			
	3.2 assess opportunities and barriers to change			
	3.3 review action plans and activities according to identified opportunities and barriers to change			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 20: Specify, commission and manage external contracts and agreements

Unit reference number: F/601/4090

Level: 4

Credit value: 9

Guided learning hours: 18

Unit summary

This unit is about helping managers to specify, commission and manage external contracts and agreements, including Service Level Agreements (SLAs). It is designed to include all forms of contracting with outside suppliers. It also includes managing grants made to agencies and community organisations for the provision of services, eg grant funding of community safety projects. The term 'agreement' is more commonly used than 'contract' in such cases so both have been used in the unit. Service providers are also more likely to be preparing 'bids' for grants rather than 'tenders', so both terms have been used.

The specification may be for either goods or services so 'supplier/service provider' has been used to include both.

Assessment principals

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for specifying, commissioning and managing external contracts and agreements	1.1 outline national and organisational polices and procedures on commissioning and service level agreements			
	1.2 specify different sources of external suppliers/service providers and how to select them			
	1.3 describe the different types of contractual agreements that may be used across the sector			
	1.4 outline the difference between inputs, outputs and outcomes			
	1.5 describe how to monitor and evaluate contract/agreement progress and compliance, and what steps to take if requirements are not met			
	1.6 outline the rewards and sanctions relating to the performance of the contractor			
	1.7 explain the ethical and legal requirements relating to the commissioning process			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to specify, commission and manage external contracts and agreements	2.1	assess the need for outsourcing products/services and agree with appropriate stakeholders			
	2.2	develop the contract/agreement specification and agree with appropriate stakeholders			
	2.3	publicise contract specification in appropriate ways and invite tenders/bids			
	2.4	draw up a shortlist of potential suppliers/service providers using agreed criteria			
	2.5	select contractor and establish contractual agreement following agreed national and organisational procedures			
	2.6	agree and review quality control compliance monitoring procedures			
	2.7	keep internal and external stakeholders informed about the contractual process			
	2.8	develop a contract compliance monitoring plan, agreeing protocols and procedures with stakeholders and external suppliers			
	2.9	implement and manage contract/agreement compliance with external supplier			
	2.10	review and evaluate contract progress and outcomes with supplier/service provider and agree any actions			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Asset Skills
Sol House
29 St Katherine's Street
Northampton NN1 2QZ

Tel: 01604 233 336
Fax: 01604 233 573

Email: enquiries@assetskills.org
Website: www.assetskills.org

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building Functional Skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought-provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications for further details. qualifications.pearson.com.

Annexe C: Assessment principles

Policies and principles for awarding asset skills competence units

1 Introduction

Asset Skills has worked with the awarding organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted by Asset Skills.

Asset Skills, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the standards and units and the awards, certificates and diplomas based upon them.

2 Assessment principles for competency-based units

2.1   The following principles will apply to awarding organisations.

    2.1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.

    2.1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. For example, if the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.

    2.1.3 Asset Skills does not prescribe a minimum number of observations, however, evidence provided must demonstrate that competency is consistent and reliable.

    2.1.4 Assessors can only assess in their acknowledged area of occupational competence.

    2.1.5 Assessors and Internal Verifiers will be registered with their approved centre and be accountable to the organisation for their assessment practice.

    2.1.6 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

3 Simulation and witness testimony for competency-based units

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

* health and safety considerations

* activities that would cause serious inconvenience or loss to an employer if there was an undue delay in them being carried out

* infrequently occurring activities

* equality of access.

3.1   Simulation

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

* all simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess

* all simulations should follow these documented plans

* a centre's overall strategy for simulation must be examined and approved by the external verifier

* there should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced

* the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry

* the nature of the contingency must be realistic.

3.2   Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Organisation guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4 Recognition of prior learning and experience

4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.

4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment.

4.3 Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

5 External quality assurance of assessment

5.1 Awarding organisations will operate a risk rating system of approved centres. This will be applied UK wide. Awarding organisations will provide details of their plans and criteria for risk rating at the time of qualifications' submissions.

5.1.1 The Awarding Organisations will carry out risk assessment annually and risk rate each approved centre and will take appropriate action to ensure quality assurance is maintained.

6 Framework criteria for the appointment of external verifiers

6.1 Asset Skills aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications. Asset Skills will work with the Awarding Organisations to implement a practical and cost effective external verification process that will strengthen the rigour and consistency of assessment.

6.2 The criteria will apply to existing and new External Verifiers.

6.3 Verification competence

6.3.1 Awarding Organisations will ensure that External Verifiers:

- hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).

- in England, Wales, Northern Ireland new External Verifiers must achieve unit V2 within 12 months of beginning external verification.

- in Scotland, all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.

6.4 Occupational competence

All External Verifiers must

6.4.1 Provide evidence of knowledge, understanding and application of the National Occupational Standards, units of assessment

and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process.

6.4.2 Have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. External verifiers' experience and knowledge could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution.

6.4.3 Have up-to-date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements.

6.4.4 Have a sound in-depth knowledge of, and uphold the integrity of the NOS, units of assessment and these Assessment Principles.

6.4.5 Undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.

6.4.6 Be aware of national issues affecting vocational education, training and qualifications in the sector.

6.4.7 Have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified.

6.4.8 Demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.

6.4.9 Provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.

6.5 Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

7 Framework criteria for the appointment of internal verifiers

7.1 Internal Verifiers are appointed by an approved centre and approved by the Awarding Organisation through their External Verifier.

7.2 This criteria will apply to existing and new Internal Verifiers.

7.3 Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.

7.4 Internal Verifiers should be seen as the person responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:

7.4.1 Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors.

or

7.4.2 Acting as a counter-signatory on a short-term basis, a maximum period of 18 months, where Internal Verifier(s) have not yet achieved their V1 award.

7.5 Internal Verifiers will either:

a Hold an appropriate internal verifier qualification (D34 or V1), or be working towards a V1 qualification.

- in England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a Verifier who has gained certification.

- in Scotland, all new Verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of V1 during centre visits

- All new Internal Verifiers must hold units A1 and/or A2

or

b Where employers opt for an **'employer direct'** model, the qualification requirements specified by the regulatory authorities may be waived as described below.
The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose between:
Achieving the appropriate regulatory body approved unit qualifications for internal verification
or
Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waivers the need for the regulatory approved units, <u>must</u> be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

7.5.2 It is desirable that all Internal Verifiers hold a relevant qualification.

Internal Verifiers will:

    7.5.3 Have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:

- curriculum vitae and references

- possession of a relevant qualification

- corporate membership of a relevant professional institution.

    7.5.4 Have expertise so they have up-to-date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements.

    7.5.5 Have a sound in-depth knowledge of, and uphold the integrity of the NOS, units of assessment and these Assessment Principles.

    7.5.6 Be prepared to participate in training activities for their continued professional development.

    7.5.7 Demonstrate their ability to maintain occupational competence by continuous professional development.

    7.5.8 Undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.

    7.5.9 Have knowledge of the requirements and application of the Asset Skills Assessment Principles.

    7.5.10 Provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.

7.6   Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development.

7.7   Approved centres may have generic criteria and personnel specifications in addition to the above.

8 Framework criteria for the appointment of assessors

8.1   This section is intended to assist approved centres in the recruitment of those individuals who will act as Assessors within the approved centre.

8.2   Assessors are appointed by an approved centre and approved by the Awarding Organisation through their External Verifier.

    8.2.1 They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.

8.3   Assessors should be one of the following:

8.3.1 Employed directly or contractually by the same organisation (centre) as the candidate

or

8.3.2 Acting as a counter signatory on a short-term basis (18 months) where the Centre Assessor has not yet achieved their A1 or A2 awards.

8.4 The Assessor should have the following:

Assessment competence

Either:

8.4.1

a Hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor awards.

- in England, Wales and Northern Ireland, new Assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.

- in Scotland, all new Assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.

  Candidates in possession of a TQFE without having an appropriate A1 or A2 award should undertake continuing professional development to demonstrate that they are working to the appropriate A Unit standard.

or

b Where employers opt for an **'employer direct'** model, the qualification requirements specified by the regulatory authorities may be waived, as described below.
The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose between:
Achieving the appropriate regulatory body approved unit qualifications for assessment.

or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waivers the need for the regulatory approved units, <u>must</u> be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

8.5 Occupational competence

All assessors must:

8.5.1 Have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:

- curriculum vitae and references

- possession of a relevant qualification

- corporate membership of a relevant professional institution.

8.5.2 Have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements.

8.5.3 Have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of assessment and these Assessment Principles

8.5.4 Be prepared to participate in training activities for their continued professional development.

8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.

8.7 Approved centres may have generic criteria and personnel specifications in addition to the above.