

Pearson BTEC Level 3 Certificate in Facilities Management

Specification

BTEC Specialist qualification

First teaching January 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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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 BTEC Level 3 Certificate in Facilities Management (QCF)

The QN remains the same.

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

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

Summary of changes made between previous issue and this current issue	Section 1 number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist 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.

BTEC Specialist qualifications are generally 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).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate in Facilities Management
Qualification Number (QN)	601/5379/9
Accreditation start date	01/01/2015
Approved age ranges	16–18 19+
Credit value	21
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	210
Guided learning hours	72
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 3 Certificate in Facilities Management is for learners who work in, or who want to work in, the facilities management sector.

Facilities management involves providing a quality and cost-effective maintenance and care service for a wide range of commercial and public buildings, such as hotels, hospitals, office and shopping complexes, arenas, and educational or convention centres. Facilities managers make sure that facilities such as security, catering and cleaning and maintenance and building services run smoothly, so that customers can run their businesses efficiently. They are also responsible for property and estates management, including energy management and environmental protection.

This qualification gives learners the opportunity to:

- develop wider knowledge and understanding of the fundamental standards, attitudes and principles of working in facilities management
- learn about facilities management within the context of an organisation where learners will gain a deeper understanding of facilities management and be able to relate this knowledge to their own organisation and job role. They will gain knowledge of how to establish an effective team, looking at training and development, communication and recruitments. Learners will also gain knowledge of maintaining property, assets, materials and equipment. These are all underpinned by a sound knowledge of health and safety, current legislation and sustainability
- develop skills in carrying out routine tasks related to facilities management, for example identifying a workplace service, planning its delivery, communicating the plan to others and monitoring the service to ensure effective delivery
- achieve a nationally-recognised Level 3 qualification
- develop personal growth and engagement in learning.

Apprenticeships

The Building Futures Group approves the Pearson BTEC Level 3 Certificate in Facilities Management as a knowledge component for the Advanced Apprenticeship in Facilities Management framework.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel BTEC Level 3 Certificate in Facilities Management (QCF), which has now expired. Information regarding the relationship between the new and old units is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Certificate can progress to the Pearson Edexcel Level 3 Certificate in Facilities Management Practice or team leading and management qualifications.

Industry support and recognition

This qualification is supported by The Building Futures Group which is a leading voice for the housing, property, cleaning, parking and facilities management industries.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in facilities management. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 3 Certificate in Facilities Management

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	21
Minimum number of credits that must be achieved at Level 3 or above	21
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	11

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	R/503/9372	Understanding and Developing Relationships in the Workplace	3	2	8
2	D/503/9374	Delivering Facilities Management Service in the Workplace	3	2	6
3	L/503/9371	Understanding Facilities Management within the Context of an Organisation	3	4	18
4	A/503/9351	Understanding Health and Safety in the Workplace	3	2	7
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	K/503/9328	Understanding Innovation and Change in an Organisation	3	2	9
6	R/503/9338	Understand How to Establish an Effective Team	3	1	5
7	K/503/9345	Understanding Recruitment and Selection of New Staff in the Workplace	3	2	7
8	D/503/9326	Solving Problems and Making Decisions	3	2	9
9	L/503/9340	Developing Yourself and Others	3	2	9
10	Y/503/9339	Understanding How to Motivate to Improve Performance	3	2	9
11	M/503/9346	Understanding the Induction of New Staff in the Workplace	3	1	3

Unit	Unit reference number	Optional units (continued)	Level	Credit	Guided learning hours
12	F/503/9349	Understanding Organising and Delegating in the Workplace	3	1	4
13	T/503/9350	Managing Workplace Projects	3	2	7
14	J/503/9353	Understanding Performance Management	3	2	7
15	L/503/9354	Understanding Costs and Budgets in an Organisation	3	1	7
16	R/503/9355	Understanding How to Manage the Efficient Use of Materials and Equipment	3	2	7
17	A/503/9365	Introduction to Managing and Maintaining Property and Assets	3	3	14
18	F/503/9366	Understanding the Need for Effective Management of Space within Own Organisation	3	3	11
19	J/503/9367	Understanding Support Services Operations in an Organisation	3	3	7
20	L/503/9368	Understanding Sustainability and Environmental Issues in an Organisation	3	3	10
21	R/503/9369	Understanding Utility Services and Energy Efficiency in the Workplace	3	2	7
22	J/503/9370	Understanding Procurement and Supplier Management in the Workplace	3	2	7
23	Y/503/9373	Understand How to Manage Contracts and Contractors in the Workplace	3	2	8
24	H/503/9375	Understanding Incident Management and Disaster Recovery in the Workplace	3	2	7
25	K/503/9376	Understanding Security Measures in the Workplace	3	2	7
26	L/503/9337	Understanding Leadership in the Management Role	3	2	6

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: qualifications.pearson.com

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 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.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: qualifications.pearson.com

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

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

Credit value

When a learner achieves a unit, they gain the specified number of credits.

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 aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1:

Understanding and Developing Relationships in the Workplace

Unit reference number: R/503/9372

Level: 3

Credit value: 2

Guided learning hours: 8

Unit aim

This unit aims to develop the knowledge needed to be able to identify the needs and expectations of customers, colleagues, key stakeholders and others, and to be able to meet those needs or expectations.

In some instances, for a variety of reasons, it will not be possible to meet these needs or expectations. In these circumstances, learners will gain understanding of how to manage the situation so that the working relationship is maintained.

On completion of this unit, learners will understand how to identify needs or expectations of customers, colleagues, key stakeholders and others and the importance of being able to do so. Learners will then be able to determine the methods of meeting these needs or expectations and to check that they have been met. Where not possible, learners will be able to manage the relationships accordingly.

Essential resources

No special resources are needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the needs and/or expectations of others	1.1	Identify and examine the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace	<ul style="list-style-type: none"> Identify the needs and expectations: of an individual or organisation, e.g. timescale, cost, quality, quantity Relevant others: people or organisations who may be affected directly or indirectly by the needs or expectations of others
		1.2	Explain the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require	<ul style="list-style-type: none"> The importance of knowing what customer, colleagues, key stakeholders and others require: services needed; locations; timescales; information; duration, the reasons for need
2	Know how to meet the needs and/or expectations of others	2.1	Determine ways of meeting the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints	<ul style="list-style-type: none"> Ways of meeting the needs and expectations: manpower; materials; efficiency; use of space; external resources; programming; consultation; honesty
		2.2	Explain ways of checking that the needs and/or expectations of others have been met	<ul style="list-style-type: none"> Ways of checking that the needs and expectations have been met: consultation; Key Performance Indicators; monitoring of providers; measuring; meetings

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to manage relationships where it is not possible to meet the needs and/or expectations of others	3.1	Describe ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints	<ul style="list-style-type: none"> □ Ways of managing relationships: offer alternatives; give guidance; suggest solutions; provide help and support; face-to-face; meetings

Information for tutors

Delivery

To meet learning outcome 1, learners need to demonstrate their understanding of identifying and meeting the needs and expectations of others in the workplace and why it is important. This learning outcome is probably best delivered through a series of workshops, followed by assessment of written work. Learners should be encouraged to produce a report from their workplace, identifying some of the key stakeholders and their needs and expectations.

To meet learning outcome 2, learners need to demonstrate knowledge and understanding of how to meet the expectations of others and how to check that the expectations have been met. Again, this learning outcome is probably best delivered in a series of workshops followed by assessment of written work. This could be in the form of a case study or assignment.

To meet learning outcome 3, learners will need to understand what to do to maintain relationships where needs or expectations cannot be met. As with learning outcomes 1 and 2, this is probably best delivered in a series of workshops followed by assessment of written work. Learners should be encouraged to produce evidence from the workplace where expectations have not been met. This could be in the form of a case study or report.

Learners should be given opportunities to acquire the knowledge needed to build a portfolio that meets the assessment criteria. A series of portfolio-building workshops could be set up to provide help and guidance. They could also be used to check learners' progress.

Assessment

The centre will devise and mark the assessment for this unit.

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where the qualification forms part of an Apprenticeship framework, evidence for this unit, and other associated NVQ units, can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other knowledge and/or competence units.

A variety of assessment methods can be used to generate the evidence needed for this unit. Learners should be encouraged to produce evidence from the workplace where possible. Assessment of learners' knowledge is probably best achieved via examination of written evidence, in the form of assignments, reports and case studies. Professional discussion, after the learner has gained relevant knowledge and experience, can be used to help meet learning outcomes.

Assessment criteria 1.1, 1.2, 2.1 and 2.2 could be met by examining learners' responses to questions, along with relevant workplace evidence related to a real-life scenario or following workshop sessions. Assessment criterion 3.1 is best covered through a case study or written report.

Suggested resources

Book

Cottrell S – *Skills for Success: The Personal Development Planning Handbook* (Palgrave Macmillan, 2010) ISBN 9780230250185

Websites

www.bifm.org.uk	The British Institute of Facilities Management
www.businessballs.com	Career help, business training and organisational development
www.facilities.ac.uk/j	The Facilities Society
www.fm-world.co.uk	Magazine of the British Institute of Facilities Management
www.pfmonthenet.net	<i>Premises and Facilities Management</i> magazine
www.thebuildingfuturesgroup.com	Sector Skills Council for facilities management
www.todaysfacilitiesmanager.com	Blogs, articles, columns and resources for facilities management

Unit 2:

Delivering Facilities Management Service in the Workplace

Unit reference number: D/503/9374

Level: 3

Credit value: 2

Guided learning hours: 6

Unit aim

This unit aims to develop the knowledge learners need to be able to deliver facilities management services in the workplace.

Learners will be expected to plan for the delivery of recognised services, including the monitoring systems used to ensure effective delivery. They will gain an understanding of how to collect feedback and evaluate service delivery in the workplace and monitor the service delivery activity to ensure continuous improvement.

Essential resources

No special resources are needed for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to deliver service in the workplace	1.1	Identify a facilities management service that must be delivered in the workplace	<input type="checkbox"/> Facilities management services for delivery in the workplace: e.g. cleaning, guarding, catering, portering, electrical and mechanical equipment maintenance, landscaping, grounds maintenance, building repairs and maintenance, reception and office services
		1.2	Plan the delivery of the facilities management service identified including all resource requirements	<input type="checkbox"/> Delivery of facilities management: necessary resources identified; details of premises (plans, heating, lighting, fire escapes); cost of service to be provided; frequency of delivery; timescales for delivery; quality standards to be met
		1.3	Explain how the delivery of the facilities management service identified will be communicated	<input type="checkbox"/> Communication client, managers and support staff: oral, written, verbal, electronic, presentations, meetings, email

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to collect feedback and evaluate service delivery in the workplace	2.1	Explain ways in which you could collect and evaluate feedback from relevant people about the facilities management service	<ul style="list-style-type: none"> Feedback: customer steering group; client meetings; questionnaires and surveys; comparison to specification; meeting customer needs; cost effectiveness; quality grading
3	Understand how to monitor the service delivery activity to ensure continuous improvement	3.1	Explain what tools you would use to continuously monitor the effective delivery of facilities management services to ensure continuous improvement	<ul style="list-style-type: none"> Tools for monitoring: audits (cost, quality); inspections; complaints log; customer surveys; data analysis; observations; efficiency measurements

Information for tutors

Delivery

It is expected that apprentices will normally undertake this unit in conjunction with *Unit 13: Managing Workplace Projects* as the two units are closely linked.

Learning outcome 1 could be delivered through learners preparing a report on the delivery of their chosen facilities management service. They will need to demonstrate the ability to plan and deliver a facilities management service. This will require understanding of the tools and techniques used in providing services for clients and customers, and monitoring the services identified. Learners should be encouraged to select a service with which they are closely involved. Where possible, learners could present their plan in a workplace environment via a short presentation or they could take part in a professional discussion with the tutor. Tutors should check the suitability of the service chosen as the subject of the plan.

Learning outcomes 2 and 3 could be delivered through presentations, workshop sessions and/or tutorials. Learners will need to demonstrate their understanding of the tools that are needed to monitor service delivery and the range of methods available to collect and evaluate feedback. They will need to show their commitment to continuous improvement and the ways in which it is ensured.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence generated by the learner. Where the qualification forms part of an Apprenticeship framework, evidence for this unit can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence for this unit, and the associated competence units, can be combined with appropriate referencing to meet the learning outcomes. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of methods can be used to assess the evidence generated. Assessment of knowledge is probably best carried out by examination of written evidence. This evidence can be in the form of assignments, workplace records and personal statements, case studies and, in some cases, answers to written questions. After learners have gained the relevant knowledge and experience, professional discussion and observation can be used to achieve specific assessment criteria.

Assessment criteria 1.1, 1.2 and 1.3 could be met through using the learner's written service delivery plan and either a written explanation of the communication methods or an observed presentation. For learning outcome 2, learners need to consider both the collection and evaluation of feedback. Learning outcome 3 could be met through learner workplace records and personal statements for monitoring facilities management services.

Suggested resources

Books

Atkin B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2009)
ISBN 9781405186599

Barrett P and Finch E – *Facilities Management: The Dynamics of Excellence*
(Wiley-Blackwell, 2013) ISBN 9780470673973

Booty F – *Facilities Management Handbook* (Butterworth-Heinemann, 2008)
ISBN 9780750689779

Levitt J D – *Facilities Management: Managing Maintenance for Buildings and Facilities* (Momentum Press, 2013) ISBN 9781606503249

Roper K O – *The Facility Management Handbook* (AMACOM, 2014)
ISBN 9780814432150

Wiggins J – *Facilities Manager's Desk Reference* (John Wiley & Sons, 2010)
ISBN 9781405186612

Journals

Facilities Management World – British Institute of Facilities Management

International Journal of Facility Management – Public Knowledge Project

Journal of Facilities Management – Emerald Property Management

Premises and Facilities Management – IML Group plc

Websites

www.bifm.org.uk	The British Institute of Facilities Management, the professional body for facilities management
www.businessballs.com	Career help, business training and organisational development
www.facilities.ac.uk/j	The Facilities Society, facilities research and development
www.thebuildingfuturesgroup.com	Merger of Asset Skills (sector skills council for facilities management), the Cleaning and Support Services Association (CSSA) and the Facilities Management association (FMA)

Unit 3:

Understanding Facilities Management within the Context of an Organisation

Unit reference number: L/503/9371

Level: 3

Credit value: 4

Guided learning hours: 18

Unit aim

The aim of this unit is to develop an understanding of facilities management in the context of an organisation. The unit looks at the functioning of facilities management and its effect on the primary activities of an organisation.

The unit gives learners the understanding they need to be able to operate effectively in a facilities management business environment. The unit is core to the qualification and introduces concepts that apply to other units within the qualification.

This unit examines the term 'facilities management' and the role of a facilities manager. Learners will develop an understanding of how facilities management fits into the structure of an organisation and the different ways in which facilities management services can be administered.

On completion of the unit, learners will have a better general understanding of facilities management and be able to relate this understanding to their own organisation and job role.

Essential resources

No special resources are needed for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand trends within facilities management	1.1	Explain current trends within facilities management	<input type="checkbox"/> Current trends: Increased specialisation; economies of scale benefits the larger providers; efficiency gains through increased use of technology; outsourcing to improve core business focus; globalisation
		1.2	Identify a potential trend that may benefit own organisation	<input type="checkbox"/> Potential trends: e.g. growth of core business, separation of support services, economies of scale, globalisation, specialist support services
		1.3	Identify which organisations are considered to be market leaders in terms of facilities management	<input type="checkbox"/> Market leaders in facilities management: specialist contractors, Sector Skills Councils, institutions, organisations with strong resource base, organisations having access to latest technology

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the importance of facilities management within the context of own organisation	2.1	Describe the organisation's purpose, its culture, its performance goals and objectives	<ul style="list-style-type: none"> Organisations purpose, culture, performance goals and objectives: products and/or services delivered; mission statement; company ethos; relationship with the community; performance targets
		2.2	Explain how facilities management can assist the organisation in achieving its purpose	<ul style="list-style-type: none"> Achieving organisational purpose: improved core business focus; support service efficiencies; functional separation; simplification of job roles; energies applied where needed
		2.3	Describe the structure of the facilities management department in which you work	<ul style="list-style-type: none"> Structure: structure chart; management system (hierarchical, matrix, semi-autonomous, target driven, service level agreements); lines of communication; lines of reporting; Liaison links
		2.4	Define the role of the facilities manager	<ul style="list-style-type: none"> Role of facilities manager: support services management ; maintenance management (buildings, grounds, utilities); strategic-tactical (provision of space and services); operational (health and safety, security, catering, cleaning)
		2.5	Explain possible consequences of poor and ineffective facilities management	<ul style="list-style-type: none"> Consequences of poor and ineffective facilities management: organisational inefficiencies; staff unrest; lack of maintenance; deterioration of assets
		2.6	Reflect on own ability to influence others to accept both popular and unpopular facilities management actions within the context of own organisation	<ul style="list-style-type: none"> Own ability to influence others: communication with stakeholders; explanation of advantages and disadvantages; staff briefings to explain changes; examination of options available

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to set team and individual objectives that will ensure effective facilities management in own organisation	3.1	Explain how to set team and individual objectives that will ensure effective facilities management to support organisational performance	<ul style="list-style-type: none"> □ Setting team objectives: SMART targets; work planning and scheduling; establishing performance levels (cost, quality, frequency, resources); service level agreements
4	Understand what external factors could affect facilities management within an organisation	4.1	List examples of external factors that could affect facilities management within an organisation	<ul style="list-style-type: none"> □ External factors: company takeovers, change in suppliers, company relocation, changes in legislation, new technology
5	Be able to raise the profile of facilities management in the organisation and local community	5.1	Explain ways in which you could raise the profile of facilities management in your organisation	<ul style="list-style-type: none"> □ Raise the profile of facilities management: support service briefings; company newsletter; promotional events; community involvement
		5.2	Describe your own organisation, its relationship with the local community and how its standing with stakeholders could be enhanced	<ul style="list-style-type: none"> □ Own organisation, its relationship with the local community: organisation structure; mission statement; community relations; raised level of customer service

Information for tutors

Delivery

To meet this unit, learners would benefit from undertaking some individual background research on facilities management.

Learning outcome 1 could be delivered through presentations backed up with group discussions. As learning outcomes 2 and 5 relate to learners' own organisations they could be delivered through group discussions backed up with individual tutorials. Learners should be encouraged to examine the structure of their own organisations and the way in which facilities management fits within them. Learning outcomes 3 and 4 could be delivered through a combination of presentations and group discussions.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed for this unit. Assessment of learners' knowledge is probably best achieved by examination of written evidence, which can be in the form of assignments, reports and case studies, and in some cases, answers to written questions. Assessment criteria 1.2, 2.3, 2.6, 5.1 and 5.2 require evidence relating to learners' own organisations.

Suggested resources

Books

Atkin B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2014)
ISBN 9781118655382

Barrett P and Finch E – *Facilities Management: The Dynamics of Excellence*
(Wiley-Blackwell, 2013) ISBN 9780470673973

Levitt J D – *Facilities Management: Managing Maintenance for Buildings and Facilities* (Momentum Press, 2013) ISBN 9781606503249

Roper K O – *The Facility Management Handbook* (AMACOM, 2014)
ISBN 9780814432150

Wiggins J – *Facilities Manager's Desk Reference* (John Wiley & Sons, 2010)
ISBN 9781405186612

Journals

Facilities Management World – The British Institute of Facilities Management

International Journal of Facility Management – Public Knowledge Project

Journal of Facilities Management – Emerald Property Management

Premises and Facilities Management – IML Group plc

Websites

www.bifm.org.uk	The British Institute of Facilities Management, the professional body for facilities management
www.businessballs.com	Career help, business training and organisational development
www.facilities.ac.uk/j	The Facilities Society, facilities research and development
www.fm-directory.com	Directory for facilities management companies
www.i-fm.net/10-companies	Lists the top ten facilities management companies
www.thebuildingfuturesgroup.com	Merger of Asset Skills (Sector Skills Council for facilities management), the Cleaning and Support Services Association (CSSA) and the Facilities Management association (FMA)

Unit 4: Understanding Health and Safety in the Workplace

Unit reference number: A/503/9351

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

The aim of this unit is to develop knowledge and understanding of health and safety in the workplace. It includes health and safety law, risk assessment, accident prevention and environmental responsibility.

To ensure the wellbeing of operatives and individuals who may be affected by the operations being carried out, and to ensure the protection of the organisation and employer, managing health and safety in the workplace is a crucial aspect of facilities management. Learners working in a facilities management environment will be expected to understand the relevant legislation, processes and procedures surrounding the management of health and safety in the workplace.

Learners will need to be able to identify and explain current legislation, and the terminology surrounding health and safety management. They will carry out a simple risk assessment in the workplace and identify aspects of environmental responsibility in their own organisation.

Essential resources

No special resources in the form of equipment or facilities are required for this unit. It is expected that the learner will have access to relevant workplace information that relates to safety measures.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the organisation's policy and responsibilities for ensuring a safe and healthy working environment	1.1	List current legislation and industry regulations relating to health, safety and welfare at work as relevant to a specific organisation	<ul style="list-style-type: none"> □ Legislation relating to health and safety: Health and Safety at Work Act 1974; Factories Act 1961; HSE notification of a Project (F10) – Construction (Design and Management) Regulations 2007; The Control of Substances Hazardous to Health Regulations 2002 (COSHH); Reporting of Injuries, Diseases & Dangerous Occurrences Regulations 2013 (RIDDOR) □ Statute law: written law made by Parliament
		1.2	Describe an organisation's policy in relation to one specific item of legislation or regulation	<ul style="list-style-type: none"> □ Specific company policies: e.g. health and safety; environmental; equal opportunities; recruitment
2	Understand own responsibilities for health and safety in the workplace	2.1	Explain the difference between a hazard and a risk	<ul style="list-style-type: none"> □ Hazard: something with the potential to cause harm; endanger life; electricity; manual handling; working at height; chemicals □ Risk: likelihood of harm occurring; severity; possibility; who might be harmed; consequences
		2.2	Describe how to conduct a risk analysis	<ul style="list-style-type: none"> □ Assessment of risk: minimisation of an effect or outcome; measures to minimise risk, inform and educate; consideration of alternative methods; materials or processes □ Prevention and control: inspections, risk assessments; method statements; audits external or internal; meetings; training; raising awareness

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Identify the main areas of own responsibility for health and safety in the workplace	<ul style="list-style-type: none"> □ Responsibilities: three main types i.e. absolute duties, duties qualified by the term 'practicable', duties qualified by the term 'reasonably practicable' □ Duties affect the following: provision and maintenance of plant and systems; ensuring safe use; handling; transport and storage of articles and substances; provision of information and training as necessary; maintaining a safe place of work and safe access and egress; maintaining a safe working environment; welfare facilities; reporting accidents, incidents and near misses □ Competence: skill; knowledge; training; practical experience
		2.4	Describe how to ensure the team is aware of the health and safety requirements in the workplace	<ul style="list-style-type: none"> □ Provision of information instructions and training: induction; briefing; toolbox talk; presentation; pamphlets; leaflets; posters; external specialists; qualifications □ Available expertise: specialist department; trained person; intranet; Health and Safety Executive; industry watchdogs; representative bodies; other external organisations
		2.5	Describe how to monitor health and safety in the workplace	<ul style="list-style-type: none"> □ Monitoring systems: internal inspection; external inspection; reviews; health and safety meetings; accident reports; accident statistics; audits; equipment tests; equipment registers

Information for tutors

Delivery

To meet learning outcome 1, learners need to understand the legislation surrounding the workplace and the health and safety responsibilities placed on people and organisations. Learners need to understand that a company develops its policies and procedures based on relevant legislation, and how training and information on them are provided. Learners should be encouraged to produce evidence based on their workplace, identifying relevant legislation, the duties it places on people and organisations and the policies derived from the identified legislation.

To meet learning outcome 2, learners will need to be able to differentiate between hazards and risks, carry out a simple risk assessment and understand the principles of accident prevention and control measures, including workplace inductions, method statements, toolbox talks and briefings. Learners will also need to be aware of the systems in place in their own organisation for monitoring health and safety in the workplace.

Learners should be encouraged to provide evidence based on their workplace related to hazards and risks and the systems in place to manage and minimise them. Evidence should also be provided on learners' organisations' environmental responsibilities and how they fulfil them. This unit is probably best delivered through workshop sessions followed by tutorials on legislation, responsibilities, risk identification, assessment, monitoring and management procedures, and environmental responsibilities within organisations.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports and case studies.

To meet assessment criteria 1.1 and 1.2, learners need to produce evidence of knowledge and understanding of the legislation surrounding health and safety at work and the responsibilities placed on individuals by this legislation. This evidence may be in the form of research notes, evaluation conclusions or questions and answers. Assessment criteria 2.1 and 2.2 can best be covered with the production of a simple risk assessment and method statement relating to the workplace and/or reports, identifying hazards and risks and the potential outcomes if the identified hazards and risks are not managed correctly. To achieve assessment criterion 2.3 learners must provide evidence of knowledge and understanding of their roles and responsibilities in relation to health and safety in the workplace. This could be achieved through assessment of written evidence in the form of a report or answers to written question and/or professional discussion.

Assessment criterion 2.4 can best be achieved through workplace evidence relating to inductions and toolbox talks attended, booklets, pamphlets and posters relating to health and safety in the workplace. Assessment criterion 2.5 could best be covered by a simple health and safety inspection in the workplace, a review of the risk assessment or method statement produced for assessment criteria 2.1 and 2.2, research notes, evaluation conclusions, questions and answers and/or reports gained from the workplace.

Suggested resources

Books

Atkins B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2010)
ISBN 9781405186599

Booty F – *Facilities Management Handbook* (Butterworth-Heinemann, 2008)
ISBN 9780750689779

HSE – *Managing for Health and Safety* (HSE, 2013) ISBN 9780717664566

Journals

International Journal of Project Management

Websites

www.bifm.org.uk/bifm/home	British Institute of Facilities Management
www.hse.gov.uk	Health and Safety Executive
www.todaysfacilitymanager.com	Blogs, articles, columns and resources for facilities management

Unit 5:

Understanding Innovation and Change in an Organisation

Unit reference number: K/503/9328

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to develop the knowledge needed to be able to identify change and innovation opportunities for an organisation, investigate and explain the benefits of the identified opportunities, identify barriers to change and suggest ways to overcome these barriers. Learners will also be able to identify the possible effects of change on people and organisations.

Essential resources

No special resources are needed for this unit. It is expected that learners will, in their employers' organisations, have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand innovation and change in an organisation	1.1	Explain the benefits of innovation and change for the organisation	<ul style="list-style-type: none"> □ Innovation: new ideas; new practices; new processes or procedures □ Change: expansion; restructure; downsizing; new markets or products; deviation into a new field
		1.2	Identify the barriers to change and innovation in the organisation	<ul style="list-style-type: none"> □ Barriers to change and innovation: individuals; cost; understanding; technology; culture; tradition; personality conflict; loss of status; self-interest; habit; fear
		1.3	Explain practical ways of overcoming these barriers	<ul style="list-style-type: none"> □ Overcoming barriers to change: empowerment; cost analysis; long-term benefit analysis; training; reorganisation
2	Understand how to plan, monitor and review the implementation and communication of innovation and change in an organisation	2.1	Describe which planning, monitoring and review techniques could be used to manage innovation and change	<ul style="list-style-type: none"> □ Planning techniques: quantify uncertainties; strategic planning □ Monitoring techniques: performance analysis; comparison to baseline; consultation □ Review techniques: analysis; feedback collection; consultation
		2.2	Explain why communication is important in successful implementation of innovation and change	<ul style="list-style-type: none"> □ Importance of communication: understanding; appreciation; explanation; information; inclusion; consultation; trust building □ Communication: oral; written; electronic; visual; body language
3	Understand the effects of innovation and change on people and teams in an organisation	3.1	Explain possible human effects of innovation and change upon people and teams in an organisation	<ul style="list-style-type: none"> □ Effects: personal circumstances; progression; regression; relocation; profit; loss; redundancies; restructuring; share prices; mistrust; resistance; instability; concern; short-term; long-term

Information for tutors

Delivery

The unit is probably best delivered through workplace sessions, followed by tutorials. Tutors should check that learners' workplaces or organisations can provide evidence in relation to this unit before starting the unit. If this is not possible then tutors could set a series of scenarios or assignments to cover the unit requirements.

In order to meet learning outcome 1, learners need to understand the principles of innovation and change in the workplace. They should be able to demonstrate knowledge and understanding of possible barriers to change and ways to overcome them. Learners should be encouraged to produce evidence based on their own workplaces or organisations relating to a new process, procedure or practice that has occurred or is due to occur. This evidence could be in the form of a case study or a report on the change, along with the identified barriers and the proposed solutions.

In order to meet learning outcome 2, learners need to demonstrate knowledge and understanding of the methods and techniques used to plan, monitor and review change in the workplace. This is probably best achieved through assessment of written work in the form of an assignment or case study based on learning outcome 1, with the production of a plan, form of monitoring and review. Professional discussion could also be considered.

In order to meet learning outcome 3, learners need to demonstrate knowledge and understanding of the effects that innovation and change can have on individuals and teams within an organisation. This could be best achieved through examination of written evidence in the form of a case study.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed for this unit. Assessment of knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases answers to written questions. Professional discussion can also be used to achieve learning outcomes after learners have gained the relevant knowledge and experience.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 3.1 could be best achieved through examination of written work. This could include a case study of a change in the learner's workplace, including benefits, barriers and ways that the barriers could be overcome. The case study should be in sufficient depth to demonstrate the methods proposed to monitor the effects of the change or innovation, both to the

organisation and to the people involved. The case study should also detail methods of the communication proposed to disseminate information about the change or innovation to relevant people. A series of workshops could be used to deliver the knowledge and understanding needed for this unit.

Suggested resources

Books

Booty F – *Facilities Management Handbook* (Butterworth-Heinemann, 2008)
ISBN 9780750689779

Institute of Leadership – *Understanding Change in the Workplace*
(Pergamon Flexible Learning, 2007) ISBN 9780080464244

Websites

www.businessballs.com/changemanagement.htm	Rules for management of change
www.kotterinternational.com	Change leadership
www.strategies-for-managingchange.com/managing-change-inthe-workplace.html	Managing change in the workplace
www.todaysfacilitiesmanager.com	Blogs, articles, columns and resources for facilities management

Unit 6:

Understand How to Establish an Effective Team

Unit reference number: R/503/9338

Level: 3

Credit value: 1

Guided learning hours: 5

Unit aim

This unit aims to develop the knowledge required to understand the dynamics of forming and maintaining a team that will lead to effective performance in the workplace.

The unit looks at building trust, maintaining confidentiality and the benefits to be gained by this knowledge. The unit also covers the differences between a team and group, their formation, and the considerations that should be given to team members' strengths and weaknesses when determining roles.

Essential resources

No special resources are required for this unit. It is expected that learners will have access to the relevant workplace information relating to teams and groups.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to develop and maintain effective working relationships	1.1	Explain the benefits of effective working relationships in developing and maintaining the team	<ul style="list-style-type: none"> □ Effective working relationships: open communications to keep people better informed; improved working with a range of individual personalities; developing trust; team synergy
		1.2	Describe behaviours which could develop and maintain trust at work	<ul style="list-style-type: none"> □ Behaviours: honesty; openness; being supportive; understanding; being flexible; accommodating; being dependable; high moral values
		1.3	Explain the role of communication in developing effective team working	<ul style="list-style-type: none"> □ Role of communication: team unity; shared objectives; mutual understanding; rapid response to issues
2	Understand how to build a team	2.1	Explain the differences between a group and a team	<ul style="list-style-type: none"> □ Group: (people doing the same thing as each other with no larger goal in mind, informal structure, membership varies) □ Team: (formed to achieve something that individuals could not achieve alone, differing roles with a common objective, established structure)
		2.2	Describe the stages of an established model of group formation	<ul style="list-style-type: none"> □ Models of group formation: Tuckman's theory (forming, storming, norming, performing, developmental), Belbin (team role theory, 9 team roles, group theory)
		2.3	Explain how a manager could benefit from knowing team members' preferred roles as defined in an established team role model	<ul style="list-style-type: none"> □ Benefits of knowing roles: performance of individuals in their preferred roles is generally better; lack of conflict; respect for each other's input; no need for additional training; hierarchy easier to determine; improved team balance

Information for tutors

Delivery

All the learning outcomes for this unit are best delivered through presentations and/or workshop sessions followed by tutorials on the dynamics of teams and group formation in organisations.

Learners will need to demonstrate their understanding of the tools and techniques used in team building. To manage facilities effectively, learners need to understand basic management principles. Learners should be encouraged to draw on their own workplace experience for evidence relating to this unit.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate evidence for this unit. Assessment of the knowledge required is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. Professional discussion and observation can be used to achieve specific outcomes after learners have gained relevant knowledge and experience.

Suggested resources

Books

Carroll R – *Team Building Secrets Revealed* (Amazon Digital Services, 2014)
Kindle ASIN B00IAXPR1Q

Dyer Jr W G et al – *Team Building: Proven Strategies for Improving Team Performance* (Jossey-Bass, 2013) ISBN 9781118105139

Fine L G – *Team Building: A Guide for the Reluctant Manager* (Create Space Independent Publishing Platform, 2009) ISBN 9781449553616

Wyatt W – *Team Building: How to Build and Manage Teams that will get things done* (Amazon Digital Services, 2014) Kindle ASIN B00FIKWFOC

Websites

www.dogschool.tripod.com

An introduction to group therapy

www.teambuilding.co.uk

Team building events and resources

Unit 7:

Understanding Recruitment and Selection of New Staff in the Workplace

Unit reference number: K/503/9345

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit aims to develop the knowledge required to be able to contribute to the preparation of an accurate job description, interview processes and the appointment of a member of staff or contractor. The unit also looks at the formulation and delivery of an appropriate induction programme relevant to the workplace.

On completion of the unit, learners will understand the process of recruiting, selecting and inducting new staff members according to the policies and procedures of their organisation.

Essential resources

No special resources are required for this unit. It is expected that the learner will, in their employers' organisations, have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to plan to recruit and select new staff in the workplace	1.1	Identify an organisation's policies and procedures that could guide the manager in recruitment and selection	<ul style="list-style-type: none"> Identify the organisation's policies and procedures: company recruitment procedure/guidance notes; company advertising policy/procedure/guidance notes; company induction policy/procedure/guidance; company procedure manual
		1.2	Explain how to conduct a job analysis and prepare a job description and person specification for an identified post	<ul style="list-style-type: none"> Conduct a job analysis: type of work; location, experience required; certification required; reporting lines of communication; subordinates; managers; post duration; temporary/permanent; internal recruitment possibility; promotional opportunity Prepare a job description: role; responsibilities; lines of reporting; location; hours of work; special conditions; essential criteria and desirable criteria; certification requirements; experience
2	Know how to select the right person	2.1	Explain how a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant	<ul style="list-style-type: none"> Preparation for selection interviews: learner list; application forms; resumes; standard questions; scoring strategy; job and person description; scoring sheet; progress sheet; background checks; sifting i.e. often done to reduce the number of applicants invited to interview
		2.2	Explain a recognised selection technique that could be used during interviews	<ul style="list-style-type: none"> Selection techniques: scoring strategy; evaluation forms; assessment; references

Information for tutors

Delivery

In order to achieve learning outcome 1, learners will need to demonstrate their understanding of the tools and procedures used in recruiting, selecting and inducting new staff in the workplace. This could include new employees or new contractors for an element of work or operation. Learners should be provided with the opportunity to investigate the policies and procedures currently in place within their organisation in order to build a portfolio of work which meets the requirements of the outcome. They should be encouraged to produce accurate job and person descriptions for a post within the organisation along with a suitable induction for the post.

In order to achieve learning outcome 2, learners will need to demonstrate their knowledge and understanding of the interview and selection process along with the methods and techniques of selection of the most suitable applicant for the organisation. This learning outcome could best be delivered through a series of workshops culminating in an observed interview and selection exercise based on a particular role or post. It may be advantageous to link the role to learning outcome 1.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence. To achieve the unit all the assessment criteria must be met. Where the qualification forms part of an Apprenticeship framework, evidence for this unit can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications.

Assessors will find that adopting a holistic approach reduces the amount of evidence needed. Observation is recommended for the interview and induction delivery aspects of the unit.

A variety of assessment methods can be used to generate evidence for this unit. Assessment of learners' knowledge is probably best achieved by examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. After learners have gained relevant knowledge and experience, professional discussion and assessor observations can be used to meet learning outcomes.

Assessment criterion 1.1 can best be achieved using workplace records of policies and procedures, they can then be used to develop evidence produced for criteria 1.2, 2.1 and 2.2. These assessment criteria can be met by using learners' written job descriptions, person specifications, interview preparation notes and induction notes. Records of observation of workshop interviews and selections could also prove valuable for meeting these criteria.

Suggested resources

Book

Roberts G – *Recruitment and Selection* (Chartered Institute of Personnel & Development, 2005) ISBN 9781843981176

Websites

www.cipd.co.uk

The Chartered Institute of Personnel

www.hse.gov.uk

Health and Safety Executive

Unit 8:

Solving Problems and Making Decisions

Unit reference number: D/503/9326

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

The aim of this unit is to develop knowledge and understanding of solving problems and making decisions, as required by a practising or potential first-line facilities manager.

This unit looks at the qualities required of learners when solving problems and making decisions. Problem-solving and decision-making knowledge underpin virtually all of the functions of a practising facilities manager.

The unit examines a range of processes, including defining a problem, solving it and monitoring outcomes based on the decisions made. From defining a problem, the unit looks at decision making, the gathering and interpreting of information, and the use of problem-solving and decision-making techniques, through to implementing and monitoring the decisions made. Learners will develop an understanding of problem-solving and decision-making processes that could be applied within their own organisation.

On completion of the unit learners will have a better understanding of problem-solving principles and be able to relate them to their own organisations and job roles.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to describe a problem, its nature, scope and impact	1.1	Describe a problem, its nature, scope and impact	<ul style="list-style-type: none"> □ Describing a problem: dilemma; uncertainty; overruns; malfunction; circumstances; parameters; boundaries; severity level, (mission critical, delays, life threatening, inconvenience); financial; security; performance; health and safety
2	Know how to gather and interpret information to solve a problem	2.1	Gather and interpret information to identify possible solutions to a problem	<ul style="list-style-type: none"> □ Gather information: surveys; customer feedback; complaints; internet; reference material; questionnaires □ Interpret information: SWOT analysis; Pareto charts; stem plots; graphs and charts
		2.2	Prepare a summary of the options providing facts and evidence	<ul style="list-style-type: none"> □ Options for providing facts and evidence: thought showers; root cause analysis; fishbone diagrams, five whys, flowcharting, what if analysis, trial and error, hypothesis testing, abstraction, customer engagement, consultation, brainstorming, defining objectives, SWOT analysis, constraint listing, decision matrix, Plan-Do-Check-Act (PDCA)
3	Know how to evaluate options to make a decision	3.1	Apply a simple decision making technique to evaluate options to arrive at the best solution	<ul style="list-style-type: none"> □ Simple decision making techniques: line balancing; optimising; satisfying; flipism; performance management indicators; target level

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to plan, monitor and review the implementation and communication of decisions	4.1	Plan the implementation and communication of the decision	<ul style="list-style-type: none"> □ Implementation of the decision: induction; training; customer engagement; stakeholder and staff awareness; setting milestones; resource levelling; payback period □ Communication of the decision: action charts; targets; objectives defined; briefings
		4.2	Describe which monitoring and review techniques could be used to evaluate outcomes	<ul style="list-style-type: none"> □ Monitoring and review techniques: scheduling; progress reviews; deliverables; measurable; feedback; evaluation; SMART objectives; GANTT charts; available resources

Information for tutors

Delivery

All the learning outcomes for this unit could be delivered through a series of presentations backed by workshop sessions where learners are engaged in dealing with a problem from their own working environments.

Learners will need to have knowledge of basic problem-solving techniques and be able to apply them to problems in their own organisations. Learners need to know how to follow the problem-solving processes through, to consider the decisions made and to evaluate outcomes.

This unit gives learners useful underpinning knowledge that can be applied to a wide range of facilities management activities. The unit is best delivered at an early stage in the programme of delivery, where it can influence learners' approach to subsequent units dealing with specific operational activities.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all the assessment criteria to pass the unit. Where this qualification forms part of an Apprenticeship framework, evidence for this unit can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence to meet the outcomes of this unit can be used to support evidence for other units, both competence- and knowledge-based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

This unit is assessed through a portfolio of evidence, a variety of assessment methods can be used to generate the evidence for it. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence could be in the form of a report or a case study relating to the learner's work environment.

Suggested resources

Books

Adair J – *Decision Making and Problem Solving* (Kogan Page, 2013)
ISBN 9780749466961

Butterfield J – *Problem Solving and Decision Making* (Cengage Learning, 2012)
ISBN 9781133187578

Goldsmith D – *Problem Solved: the Secrets of Decision Making and Problem Solving*
(Create Space Independent Publishing Platform, 2014) ISBN 9781497361041

Watanabe K – *Problem Solving* (Portfolio Hardcover, 2009) ISBN 9781591842422

Journals and magazines

Journal of Behavioural Decision Making – Wiley

Journal of the Society for Judgment and Decision Making – Society for Judgement
and Decision Making

Website

www.consensusdecisionmaking.org	Virtual learning centre for making decisions by consensus
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Unit 9:

Developing Yourself and Others

Unit reference number: L/503/9340

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to give learners the knowledge they need to develop themselves and to identify learning opportunities for others in order to achieve their objectives and the objectives of the organisation. Learners will acquire knowledge of learning and development tools and procedures used to identify, undertake, provide and support others in development activities. Learners will also learn to identify and overcome barriers to learning.

The unit explores the styles, methods and techniques used in recognising development needs for learners and others. The unit will help learners to analyse the options available to them and help them to provide support for others in the workplace. The unit provides a good grounding in self-development and developing others.

On completion of the unit learners will understand how to identify, undertake, provide and support others in development activities in a facilities management environment.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to identify development needs	1.1	Identify own learning style(s) and the learning style(s) of another member of the team	<ul style="list-style-type: none"> □ Learning styles: identification of the most effective method of learning for the individual, e.g. visual, auditory, reading/writing, tactile learning □ Learning/development options: internal training courses; external training courses; mentoring; on-the-job training; qualifications; promotion; moves to alternative sites
		1.2	Use a simple technique for identifying own development needs and the development needs of another member of the team	<ul style="list-style-type: none"> □ Development needs: gaps in skills: knowledge and behaviour required to do job; required for advancement
		1.3	Identify potential barriers to learning	<ul style="list-style-type: none"> □ Barriers to learning: literary skills; numeracy skills; organisational skills; fears; costs; time
		1.4	Explain how barriers to learning can be overcome	<ul style="list-style-type: none"> □ Methods to monitor development: appraisals; testing; progress reports; certification □ Support mechanisms: mentoring; human resources department; line manager; external training providers; professional bodies

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to develop self and others to achieve organisational objectives	2.1	Briefly analyse learning/development options to meet need(s) of self and another member of the team	<ul style="list-style-type: none"> □ Learning/development options: training, mentoring, instruction, formal, informal, courses, in-house training, external training, coaching, job rotation, secondments, training manuals, reading, research
		2.2	Identify support mechanisms for the development of self and another member of the team	<ul style="list-style-type: none"> □ Support mechanisms: line managers, review procedures, mentors, human resources department
		2.3	Prepare a development plan to achieve a learning objective for self or another team member	<ul style="list-style-type: none"> □ Development plan: current level/competence, short term goals, long term goals, methods of achieving, training, courses, timescale, support, milestones □ Learning objective: target, promotion, new skills, improvement, knowledge
		2.4	Describe a method that could be used to monitor the development of self and another member of the team	<ul style="list-style-type: none"> □ Methods of monitoring: reviews, meetings, testing, evaluation, appraisal, discussions, questionnaires, observation, surveys

Information for tutors

Delivery

To meet learning outcome 1, learners will need to demonstrate understanding of the tools and procedures used in identifying different learning styles and selecting the most appropriate. They will need to understand how to identify learning needs for themselves and for others and to identify possible barriers to the learning needs and how they can be overcome. Learners should be encouraged to produce a development plan for themselves and one other. Research notes written before production of the development plans could be used to demonstrate knowledge and understanding for this learning outcome.

To meet learning outcome 2, learners need to demonstrate the knowledge and understanding needed to be able to plan their own development and that of another member of staff, the methods of achieving the set goals and the methods of monitoring progress. This could be achieved with a series of workshop sessions with the learner producing the development plans, followed by an observed progress review. Evidence from their own workplace of their development plans and performance reviews could also be used for part of this learning outcome.

Learners should be given opportunities to acquire the knowledge needed in order to build a portfolio that meets the assessment criteria. Centres may find that this unit is best delivered through workplace sessions.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed. Assessment of learners' knowledge is probably best achieved by examination of written evidence. This evidence can be in the form of assignments, reports, case studies or, in some cases, answers to written questions.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3 could best be covered by the production of a personal development plan identifying learners' needs and a plan to achieve those needs, both in the short- and long term. A development plan could also be produced by learners for a colleague under the guidance of a work-based mentor or following workplace sessions. Assessment criterion 2.3 could be covered by an observed progress report or appraisal based on either the development plans produced or a scenario delivered in workshop sessions. The evidence may also be represented by working documents, appraisals, progress meetings and progress records.

Suggested resources

Book

Cottrell S – *Skills for Success – The Personal Development Planning Handbook*
(Palgrave Macmillan, 2010) ISBN 9780230250185

Website

www.bbc.co.uk/learning/subjects/personal_development Online learning support

Unit 10: Understanding How to Motivate to Improve Performance

Unit reference number: Y/503/9339

Level: 3

Credit value: 2

Guided learning hours: 9

Unit aim

This unit aims to develop understanding of managing the performance of teams and individuals against set objectives in a facilities management workplace. Learners will understand how to give teams and individuals feedback to help them improve performance.

On completion of the unit, learners will have an understanding of the value of performance assessment and will know how to ensure that formal assessments are fair and objective. They will understand the behaviour that may affect performance and be able to motivate teams and individuals. They will also understand how to give feedback, the importance of feedback in improving communication and performance, the differing types of feedback available and their effectiveness.

Essential resources

No special resources are needed for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the factors that influence motivation levels in the workplace	1.1	Define the term 'motivation'	<ul style="list-style-type: none"> □ Motivation: incentive; inducement; encouragement; stimulation; causes to act; influence on a person's volition
		1.2	Describe the factors that may affect motivation levels in the workplace	<ul style="list-style-type: none"> □ Factors that influence behaviour: management, company standards, type of work, supervision style, personal satisfaction, relationship with co-workers, communication, experience, personal circumstances, illness; attitude
		1.3	Explain how individual differences affect levels of motivation in the workplace	<ul style="list-style-type: none"> □ Levels of motivation: drive and its relationship to individual personality; rate of metabolism; group dynamics
		1.4	Explain the potential impact on organisational performance if employee motivation levels are low	<ul style="list-style-type: none"> □ Impact on organisational performance: reduced levels of output; deterioration in quality of service; lowered staff morale

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how a theory of motivation can be used to improve performance levels	2.1	Describe a recognised theory of motivation	<ul style="list-style-type: none"> □ Theories of motivation: e.g. Herzberg (motivator and hygiene factors), Temporal, McClelland, Winslow Taylor (scientific management), Maslow, Drucker, Achievement, McGregor, Vroom □ Motivation: reward, progression, recognition, bonus, promotion, responsibility
		2.2	Describe ways in which knowledge of a theory of motivation can be used to improve performance in the workplace	<ul style="list-style-type: none"> □ Formal performance assessment: annual appraisal; Key Performance Indicator (KPI); tests; exams; operation appraisal; progress report □ Informal performance assessment: informal meetings; discussions □ Fair and objective formal assessment: unbiased; witnessed; relevant information present; union involvement; Key Performance Indicators (KPIs); comparison against previous; arbitration; representation; factual
		2.3	Explain how to use employee engagement to increase motivation levels	<ul style="list-style-type: none"> □ How to motivate teams or individuals: team briefing, team talk, team building exercise, reward, bonus, certification, recognition of achievement

Information for tutors

Delivery

All the learning outcomes for this unit could be delivered through presentations outlining the theory of motivation, supported by role play or workshop sessions applying the theory to practical situations. Learners should be encouraged to carry out research to help with their understanding.

Learners need to understand the tools and techniques available to improve performance of teams or individuals in the workplace. Learners should be encouraged to use their workplace experience to provide evidence for this unit.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

This unit is assessed through a portfolio of evidence generated by the learner. A variety of assessment methods can be used to generate the evidence needed. Learners should be encouraged to produce evidence from the workplace where possible. Assessment of learners' knowledge is probably best achieved by examination of written evidence. This evidence can be in the form of assignments, reports, case studies or in some cases answers to written questions.

Suggested resources

Books

Gellerman S W – *Motivation and Productivity* (Ulan Press, 2012)
Kindle ASIN B009EN35WE

Latham G P – *Work Motivation: History, Theory, Research and Practice* (SAGE Publications inc, 2011) ISBN 9781412990936

Tracy B – *Motivation* (AMACOM, 2013) ISBN 9780814433119

Wellington P – *Effective People Management* (Kogan Page, 2011)
ISBN 9780749462857

Website

www.accel-team.com/motivation/index.html Employee motivation: Theory and practice

Unit 11:

Understanding the Induction of New Staff in the Workplace

Unit reference number: M/503/9346

Level: 3

Credit value: 1

Guided learning hours: 3

Unit aim

The aim of this unit is to enable learners to deal with the process of inducting successful applicants into the workplace, meeting legal and practical requirements.

Learners will develop an understanding of the importance of effective inductions, the phases of induction in an organisation and the elements that should be included in an induction process.

Learners will also gain a knowledge and understanding of methods of recording the progress of a new employee through the induction process and evaluating whether the induction process is fit for purpose.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the induction process	1.1	Explain the importance of effective induction	□ Effective induction: fit for purpose; legally compliant; informative; specific
		1.2	Describe the phases of induction in an organisation	□ Phases of induction: visitor induction on first visit; full office induction; site induction
		1.3	Describe which legal aspects should be included in an organisation's induction process	□ Legal and practical aspects: health and safety; equality and diversity; working hours; minimum wages; human rights; industry/sector standards; regulatory bodies
2	Understand the effectiveness of an induction process	2.1	Explain a method that could be used to record an individual's progress during induction	□ Record individuals progress: written questioning; on screen testing; subject's signature confirming understanding
		2.2	Explain how an induction process could be evaluated	□ Evaluation of induction: question and answer session; expert attendance; health and safety department guidance

Information for tutors

Delivery

To meet learning outcome 1, learners will need to demonstrate understanding of the importance of effective inductions, the phases of induction in an organisation and the elements that should be included in an induction process. Learners should be given the opportunity to investigate the policies and procedures currently in place in their own companies. This could be best evidenced in the form of research notes, evidence of policies and procedures from their workplace, or a written report.

To meet learning outcome 2, learners need to demonstrate knowledge and understanding of methods of recording the progress of a learner through the induction process and of evaluating whether the induction process is fit for purpose. Learners should be encouraged to produce accurate job- and person descriptions for a post in an organisation, along with a suitable induction programme for the post, which could then be delivered in a workshop session. Professional discussions and observations could be used as evidence of competence.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence can be included in a single portfolio, which addresses the requirements of both competence- and knowledge-based qualifications. Evidence for this unit can be combined with appropriate referencing to meet the learning outcomes of other units or assessment criteria.

Assessors will find that adopting a holistic approach reduces the amount of evidence needed. Observations by the assessor are recommended for the interview and induction delivery aspects of this unit.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved by examination of written evidence. This evidence can be in the form of assignments, reports, case studies and in some cases answers to written questions.

Assessment criteria 1.1, 1.2, and 1.3 can be achieved by using learners' written induction preparation notes, organisational policies and procedures from the workplace and research notes from the Health and Safety at Work Act 1974. Assessment criteria 2.1 and 2.2, can be achieved through assessors' observations and records of professional discussions following the workshop induction sessions, along with written records of any testing or questioning relating to the induction session.

Suggested resources

Book

Robson F – *Effective Inductions* (Chartered Institute of Personnel and Development, 2009) ISBN 9781843982302

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.hse.gov.uk	Health and Safety Executive

Unit 12:

Understanding Organising and Delegating in the Workplace

Unit reference number: F/503/9349

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is to develop knowledge and understanding of the organising and delegating that is required by a practising or potential first-line manager.

The unit gives learners knowledge and understanding of how to organise a workforce and delegate tasks in order to achieve workplace objectives.

The unit looks at the importance of making the best use of team members' knowledge and skills, and explores how human resource planning can be used effectively to achieve workplace objectives. Learners will develop an understanding of empowerment and the ways in which delegation can be monitored to review its effectiveness.

On completion of the unit, learners will have the knowledge and understanding needed to be able to organise an efficient team and to improve staff retention by appropriate delegation of powers.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to organise people to achieve objectives	1.1	Explain the importance of making effective and efficient use of people's knowledge and skills while planning a team's work to achieve objectives	<input type="checkbox"/> The importance of knowledge and skills: work efficiency; output; health and safety; team coherence
		1.2	Explain how to identify the appropriate person for an activity in the workplace	<input type="checkbox"/> Techniques for appropriate staff selection: CV; interpersonal skills; product knowledge; reliability; aptitude tests; appearance
		1.3	Explain how human resource planning can be used to assure output and quality in the workplace	<input type="checkbox"/> Human resource planning: skills matrix; training needs analysis; employee records; qualifications update; resource optimisation

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to delegate to achieve workplace objectives	2.1	Explain how to delegate tasks effectively	<ul style="list-style-type: none"> □ Delegation and empowerment: division of work; workforce flexibility; continuity; succession management □ Support mechanisms for delegation: task sharing; common objectives; team recognition
		2.2	Describe the benefits of empowerment in the workplace	<ul style="list-style-type: none"> □ Benefits of empowerment: increased productivity, loyalty, commitment, creativity, employee satisfaction, increased customer service
		2.3	Identify barriers to delegation and how these can be overcome	<ul style="list-style-type: none"> □ Barriers to delegation: autocratic management; overspecialisation; union rules; work permits
		2.4	Explain a technique that could be used to monitor the outcomes of delegation in the workplace	<ul style="list-style-type: none"> □ Monitoring the outcomes of delegation: employee feedback; decision reviews; progress meetings □ Effectiveness of feedback, recognition and reward: employee satisfaction; output monitoring; performance audits; target reviews

Information for tutors

Delivery

To meet learning outcome 1, learners must know how to organise people to achieve a goal or objective. They also need to know how to identify individual skill sets so that the most appropriate person is assigned to the appropriate elements of a task. Learners should also know how planning of human resources can improve output and quality.

To achieve learning outcome 2, learners must demonstrate knowledge and understanding of the delegation of duties to relevant people, including support and guidance where necessary. Learners should be encouraged to examine the effects of organisation and delegation in their own organisation. They need to understand the principles of empowerment and delegation and how it can benefit an organisation.

The unit is probably best delivered through workshop sessions followed by tutorials on delegation, empowerment and monitoring of outcomes of delegation.

The unit contributes to learners' basic knowledge, understanding and skill sets. This unit is best delivered at an early stage in the course, where they could influence learners' approach to subsequent units dealing with specific operational knowledge.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. Professional discussion can also be used to help meet learning outcomes, demonstrating that learners have the relevant knowledge and experience.

Assessment criteria 1.1, 1.2 and 1.3 could be met through evidence produced in the workplace that identifies the roles and responsibilities of staff members (for example an exemplar CV for one of the roles identified). Identified progression training required to develop the candidate for promotion could support this. Assessment criteria 2.1, 2.2, 2.3 and 2.4 could be best achieved through examination of written evidence. This evidence can be in the form of assignments, reports and case studies. Professional discussion can be used to achieve learning outcomes after the learner has gained relevant knowledge and experience.

Suggested resources

Books

Brown C L – *Essential Delegation Skills* (Gower Publishing, 1997)
ISBN 9780566079443

Smart J K – *Real Delegation* (Prentice Hall, 2002) ISBN 9780273663225

Watson T – *Organising and Managing Work* (Financial Times/Prentice Hall, 2006)
ISBN 9780273704805

Journals

Business Week

Harvard Business Review

Website

www.i-l-m.com

Institute of Leadership and Management

Unit 13: Managing Workplace Projects

Unit reference number: T/503/9350

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

The aim of this unit is to develop the knowledge and understanding of managing workplace projects needed by a practising or potential first-line manager.

Learners working in a facilities management environment will frequently be involved in the planning, implementation and evaluation of projects. A project may be a one-off exercise to achieve a specific goal, such as the installation of new equipment or the construction of a new facility. Projects are also an effective way to trial ideas for operational improvements and changes in working methods.

On completion of the unit, learners will know how to identify potential projects and implement them successfully. They will also learn about evaluating project results.

Essential resources

No special resources are needed for this unit. It is expected that learners will have access to the facilities and equipment forming the components of their chosen projects.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to manage a simple workplace project	1.1	Identify a simple workplace project	<ul style="list-style-type: none"> Simple workplace project: e.g. accommodate new labour force, incorporate new materials, install new equipment, storage for new consumables, organisation relocation, improved energy usage
		1.2	Use a simple tool for determining the financial viability of the project	<ul style="list-style-type: none"> Financial viability: return on investment; breakeven point; debt-service coverage ratio; debt-equity ratio; estimated completion value; cost-benefit analysis; loss leaders evaluation; acceptable tolerances; variables costed
		1.3	Produce a project plan using an appropriate project planning technique	<ul style="list-style-type: none"> Project planning techniques: Gantt charts; flowcharts; critical path analysis; workflow analysis; resource levelling; project-planning software
		1.4	Set objectives and targets/milestones to monitor performance and review plans within the project	<ul style="list-style-type: none"> Setting objectives and monitoring performance: cost tracking; scheduling; setting milestones; progress reviews
		1.5	Use a project evaluation technique to evaluate the project	<ul style="list-style-type: none"> Project evaluation techniques: efficiency; effectiveness; impact analysis; questionnaires; focus groups; rating scales; cost improvement; profit margins; customer satisfaction

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the financial and non-financial implications of a workplace project	2.1	List areas where net savings can be achieved as a result of the workplace project	<ul style="list-style-type: none"> List net savings: labour costs; materials; efficiency; use of space; external resources; staff turnover; time; energy consumption
		2.2	Identify wider non-financial implications that can result from the workplace project	<ul style="list-style-type: none"> Non-financial implications: environmental; workforce morale; social impact; company ethos; culture; customer and public perception; public relations; community responsibility

Information for tutors

Delivery

All learning outcomes for this unit could be delivered through presentations followed by workshop sessions after a project has been selected for study. Tutors should check learners' project plans to judge their appropriateness and give guidance and feedback accordingly.

Learners need to understand the tools and techniques used to effectively plan and manage a project. The project selected should ideally come from their own workplace. Learners should set the project objectives, the planning methods to be employed, the monitoring techniques to be used and the methods for evaluating project outcomes.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence generated by the learner. Where this qualification forms part of an Apprenticeship framework, evidence for this unit can be included in a single portfolio, which addresses the requirements of both competence- and knowledge-based qualifications. Evidence to meet the learning outcomes for this unit can be used to support evidence for other units, both competence- and knowledge based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved by examination of written evidence. This evidence can be in the form of assignments, reports, case studies and in some cases answers to written questions.

To meet assessment criteria 1.2 to 1.5, learners need to produce evidence of involvement with a project in the workplace. This may be in the form of a case study, records of discussions, project-planning documents, evaluation conclusions and/or management reports. Assessment criteria 2.1 and 2.1 can be achieved by assessing the learners' written analysis of their chosen project.

Suggested resources

Books

Barker S and Cole R – *Brilliant Project Management* (FT Press, 2012)
ISBN 9780273775096

Heagney J – *Fundamentals of Project Management* (AMACOM, 2011)
ISBN 9780814417485

Kerzner H – *Project Management: Best Practices* (John Wiley and Sons, 2014)
ISBN 9780470528297

Meredith et al – *Project Management in Practice* (Wiley, 2013)
ISBN 9781118674666

Potty S E – *Project Management for Dummies* (For Dummies, 2013)
ISBN 9781118497234

Journals

Facilities Management World – British Institute of Facilities Management

International Journal of Project Management – Elsevier

Premises and Facilities Management – IML Group plc

Project Manager Today – the Association of Project Management

Websites

www.businessballs.com	Career help, business training and organisational development
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www.facilities.ac.uk/j	The Facilities Society
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Unit 14:

Understanding Performance Management

Unit reference number: J/503/9353

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit aims to develop the knowledge needed to be able to set and monitor achievable objectives and standards for the team, and to identify and address areas of underperformance that could affect outcomes.

On completion of the unit, learners will know about the role of the first-line manager in performance management. Learners will be able to set SMART objectives and performance standards for the team, and be able to measure the performance achieved against the standards set. Learners will also be able to identify areas of underperformance and will have suitable knowledge of the techniques available to address the underperformance identified.

Essential resources

No special resources in the form of equipment or facilities are required for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the value of assessing performance to meet organisational and individual needs	1.1	Describe the value of formal and informal performance assessment in the workplace	<ul style="list-style-type: none"> □ Staff appraisal: (record of strengths, weaknesses and areas for improvement); minutes from progress meetings; daily monitoring by supervisor (positive reinforcement, renewed energy, task re-evaluation)
		1.2	Explain the role of the first line manager in performance management	<ul style="list-style-type: none"> □ Role of the first-line manager: gaining commitment of the front-line staff; meeting the needs of the client or customer; meeting the needs of middle and higher management; setting objectives; setting standards; motivating; checking performance; identifying improvements; identifying underperformance; providing support to front-line staff; providing support to middle/higher management □ Checking performance: identifying improvements, identifying underperformance, providing support to front-line staff, providing support to middle/higher management

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to manage performance of individuals in the team	2.1	Identify ways to ensure fair and objective formal assessment	<ul style="list-style-type: none"> □ Fair and objective formal assessment: structured and regular staff appraisals; performance reporting; clear and documented objectives; setting performance standards
		2.2	Explain how to set SMART objectives for a team member	<ul style="list-style-type: none"> □ Specific (objectives should specify what you want to achieve) □ Measurable (you should be able to measure whether you are meeting the objectives or not) □ Achievable (Are the objectives that you set achievable and attainable?) □ Realistic (Can you realistically achieve the objectives with the resources that you have?) □ Time (When do you want to achieve the objectives that you have set?)
		2.3	Explain how to set performance standards for a team member	<ul style="list-style-type: none"> □ Provide specific performance expectations: observable behaviours and actions which explain how the job is to be done, results that are expected for satisfactory job performance □ Determine performance standards: what does a good job look like? How many or how much is needed? How long should it take? When are the results needed? How accurate or how good is acceptable? Are there budget considerations? Are there safety considerations? Are there any legislative or regulatory requirements? What is the difference between good and poor performance?
		2.4	Explain how to measure performance against agreed standards	<ul style="list-style-type: none"> □ Measure performance: timesheets; quality check sheets; diary records; progress reports; progress meetings; formal annual appraisal; Key Performance Indicator (KPI); comparison against previous

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the value of feedback in the workplace	3.1	Explain the importance of feedback to improve performance	<ul style="list-style-type: none"> Techniques to address underperformance: investigate and gather evidence; value of communication; stakeholder viewpoint addressed
		3.2	Describe how to give effective feedback	<ul style="list-style-type: none"> Effective of feedback: performance reviews; customer focused; quality grading; customer satisfaction surveys; 'happy sheets'; improvement targets; both positive and negative
4	Know how to manage underperformance in the workplace	4.1	Identify potential areas of underperformance in the workplace	<ul style="list-style-type: none"> Potential underperformance: lack of capability; poor conduct; lack of progress; lack of quality; lack of leadership; lack of resources; poor timekeeping; inappropriate dress code; substandard cleanliness; poor interaction with the team
		4.2	Identify causes for failure to meet agreed performance levels	<ul style="list-style-type: none"> Causes for failure: under-resourcing; unrealistic objectives; external factors outside internal control; lack of motivation; poor staff morale; unclear objectives
		4.3	Describe actions to restore performance to acceptable levels	<ul style="list-style-type: none"> Action to restore performance: target re-evaluation; performance incentives; efficiency improvements; modernisation; clarification of objectives

Information for tutors

Delivery

The learning outcomes in this unit are best delivered through presentations supported by workplace sessions that incorporate tutorials on managing performance. Learners need to understand the importance of performance assessment and how to set fair, realistic performance objectives. They need to know how to measure performance against agreed standards, give feedback, and identify and address underperformance.

Learners should be encouraged to produce evidence based on their current work roles. When producing evidence learners should ensure that confidentiality restrictions in their organisations are adhered to.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

To meet learning outcome 1, learners need to produce evidence that they understand the role of a first-line manager in relation to managing performance. For learning outcomes 2 to 4, learners need to produce evidence that shows knowledge of the practical aspects of performance management. This evidence should demonstrate a range of knowledge, including identification of SMART objectives and performance standards related to those objectives, measurement of performance against the objectives, the value of feedback and dealing with underperformance. The evidence can be in the form of a workplace scenario or series of events that learners have been involved in, case study, research notes, evaluation conclusions and/or reports.

Suggested resources

Books

Aguinis H – *Performance Management* (Prentice Hall, 2012) ISBN 9780132556385

Cardy R L and Leonard B – *Performance Management: Concepts, Sills and Exercises* (M E Sharpe, 2011) ISBN 9780765626585

Daniels A C and Bailey J S – *Performance Management: Changing Behaviour that Drives Organisational Effectiveness* (Performance Management Publications, 2014) ISBN 9780937100257

Journal

International Journal of Project Management – Public Knowledge Project

Websites

www.businessballs.com	Career help, business training and organisational development
www.managers.org.uk	Chartered Management Institute

Unit 15: Understanding Costs and Budgets in an Organisation

Unit reference number: L/503/9354

Level: 3

Credit value: 1

Guided learning hours: 7

Unit aim

This unit aims to develop the knowledge needed to be able to contribute to the preparation and agreement of budgets. Learners will also gain understanding of the importance of working within agreed budgets and recognise the process of gathering the information needed for the determination and/or revision of budgets.

Learners will also acquire knowledge of costings and the cost recording and reporting systems to control and monitor the costs.

The unit deals with producing budgets and the underlying information required for this process, as well as the costs involved in providing goods or services and the control and monitoring of those costs.

On completion of the unit, learners will understand the process of budgeting effectively and how to monitor costs against budget.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand budgets within an organisation	1.1	Explain the importance of agreeing to a budget and operating within it	<ul style="list-style-type: none"> □ Agreement of the budget: client; projections; meetings; approvals; costings; estimates; fixed sum; variations; instructions; additions □ Operating within budget: monitoring; reporting □ Consequences of not operating within budget: penalties; loss of profit; client retention
		1.2	Describe the process by which a budget is agreed in an organisation	<ul style="list-style-type: none"> □ Agreeing a budget and operating within it: costings; estimates; budget; client meeting minutes; progress meetings; cost forecasts
		1.3	Explain the process of gathering information to be used for the determination and/or revision of budgets	<ul style="list-style-type: none"> □ Information used in determining and/or revising budgets: costings; estimates; quotations; additional works orders; materials costs, plant costs; labour costs, cost fluctuations; timescales; programmes
		1.4	Describe a method to monitor variance between actual and budgeted performance	<ul style="list-style-type: none"> □ Monitoring variance between actual performance and budget: cost report; progress report; programme update

Learning outcomes		Assessment criteria		Unit amplification
2	Understand costs within an organisation	2.1	Explain fixed and variable costs in relation to the organisation	<ul style="list-style-type: none"> Fixed/variable costs: costs that remain basically fixed during a contract e.g. rent, rates, salaries; costs liable to fluctuate during a contract generally linked to output, e.g. materials
		2.2	Explain the concept of break even in relation to the organisation	<ul style="list-style-type: none"> Break even: point of no profit or loss
		2.3	Explain the purpose and nature of basic cost statements	<ul style="list-style-type: none"> Cost statements: profit and loss; income and expenditure; monthly statement; annual statement
		2.4	Explain the value of standard costing and its role as a control mechanism	<ul style="list-style-type: none"> Standard costing: predetermined costs for an operation; goods or service; derived from historical data; used as targets
		2.5	Describe mechanisms in the organisation to maintain control of costs	<ul style="list-style-type: none"> Mechanisms to maintain control of costs: inspections; progress checking; progress meetings; cost reports; valuations; cost comparisons; supplier negotiations

Information for tutors

Delivery

To meet learning outcome 1, learners will need to demonstrate understanding of the processes and procedures involved in formulating a budget, agreeing the budget with relevant people, monitoring the budget against actual performance and identifying variations to the budget related to their organisation.

Learners should be encouraged to produce a budget for a chosen project or service and show the methods and techniques used to monitor the budget produced against actual performance. Justification of costs should be included.

To achieve learning outcome 2, learners will need to demonstrate understanding of costs, both fixed and variable, and their influence on the organisation in terms of profit and loss. Learners will also need to demonstrate understanding of the reporting methods for the identified costs and mechanisms in an organisation to maintain control of the costs identified.

Learners should be encouraged to produce a cost report for a given period related to their company, highlighting both fixed and variable costs, break even points and profit or loss for that period. The cost report could either be linked to the budget produced for learning outcome 1 or stand alone and relate to their workplace.

This unit is probably best delivered through a series of workshop sessions followed by tutorials. Tutors should check the suitability of the chosen project or service as the subject of the budget and report.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed for this unit. Assessment of knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

Assessment criteria 1.1, 1.2 and 1.3 can be met by reviewing learners' written budgets and monitoring plan and cost justifications. Assessment criteria 1.4, 2.1, 2.2, 2.3, 2.4 and 2.5 can be achieved through the production of the cost report, learner statements and records of professional discussions.

Suggested resources

Books

Atkin B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2009)
ISBN 9781405186599

Cotts D – *The Facility Manager's Guide to Finance and Budgeting* (Amacom, 2003)
ISBN 9780814405628

Websites

www.fm-world.co.uk	News, comments, advice and analysis for facilities management
www.todaysfacilitymanager.com	Blogs, articles, columns and resources for facilities management

Unit 16: Understanding How to Manage the Efficient Use of Materials and Equipment

Unit reference number: R/503/9355

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

The aim of this unit is to develop the knowledge and understanding needed by a practising or potential first-line manager of how to manage the use of equipment and materials efficiently.

Learners working in a facilities management environment may have responsibility for ordering, controlling and monitoring stocks of materials used in their area of activity. Materials may be perishable, requiring special attention to stock control and storage to maintain quality. All materials used by an organisation are a potential source of waste and loss of efficiency, and learners need to be aware of the need to minimise waste.

Learners working in a facilities management environment may also have responsibility for the operation and maintenance of equipment. In this context, equipment could be anything from small appliances to complex machines needing trained operators. All equipment needs to be systematically maintained and effectively operated for it to provide safe and efficient service.

On completion of the unit, learners will know how to control material stocks and reduce waste in the workplace. They will also know how to control and maintain equipment safely and effectively. Learners will gain knowledge of the risk assessment associated with equipment operation and of the relevant legislation.

Essential resources

No special resources are needed for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how material stocks are acquired, controlled and recorded in an organisation	1.1	Describe how to determine stock requirements in the workplace	□ How to determine stock requirements: stock control; Kanban systems; Just-In-Time (JIT); barcodes; opportunity cost; storage cost; risk of damage
		1.2	Explain consequences of not maintaining optimum stocks in the workplace	□ Consequences of not maintaining optimum stocks: waste; inefficiency; space management; shelf life; stock-out; obsolescence; deterioration; customer dissatisfaction; increased costs
		1.3	Identify the workplace principles and procedures for stores/stock control	□ Stock-control principles and procedures: inventory software; reorder levels; preferred suppliers; brand loyalty; components; security, shelf life; disposal rules
		1.4	Explain the workplace procedures for recording receipt and issue of supplies	□ Procedures for recording, receipt and issue of supplies: request note; despatch note; consumables; stock take; material requisition note; bill of materials; shortages record; reorder level
		1.5	Describe why it is important to maintain records for quality standards	□ Reasons for maintaining quality standards: health and safety; defects; quality assurance; reliability; maintainability; Total Quality Management (TQM)

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the need for effective and efficient use of equipment	2.1	Explain why equipment should be used effectively and efficiently	<ul style="list-style-type: none"> Reasons for using equipment effectively and efficiently: safety; fit for purpose; economy; reliability; performance; carbon footprint; risk reduction; return on investment; fuel cost; wear and tear
		2.2	Describe how the use of equipment is monitored and controlled in the workplace	<ul style="list-style-type: none"> Monitoring and controlling equipment: worksheets; plant allocation; operator training; equipment inventory; consumables; job costing; depreciation; equipment asset management; fleet sizing
		2.3	Explain why it is important to have a scheduled maintenance programme for equipment in the workplace	<ul style="list-style-type: none"> Reasons for scheduled maintenance for equipment: down time; warranty conditions; performance; equipment asset management; repair or replace; utilisation; Portable Appliance Testing (PAT); reduction of wear and tear; safety
		2.4	Compile a simple maintenance programme for equipment in the workplace	<ul style="list-style-type: none"> Compiling a maintenance programme: manufacturers' recommendations; working conditions; equipment asset management; warranty tracking; service level agreements; contract requirements
		2.5	Conduct a simple risk assessment of equipment security in the workplace and explain how these risks could be reduced	<ul style="list-style-type: none"> Risk assessment and reducing risks: risks and hazards; health and safety legislation; method statement; risk statistics; accident data; training
3	Know how to minimise waste in an organisation	3.1	Identify potential waste in the organisation	<ul style="list-style-type: none"> Areas of potential waste: oversupply; under-usage; scrap; product durability; environmental impact
		3.2	Describe the techniques and/or methods for measuring and monitoring waste in the organisation	<ul style="list-style-type: none"> Techniques for measuring and/or monitoring waste: life-cycle analysis; resource optimisation; environmental management systems; site waste-management plans; carbon footprint
		3.3	Compile a simple action plan to minimise waste in the workplace	<ul style="list-style-type: none"> Action plan to minimise waste: recycling; source separation; biological reprocessing; disposable products; reuse; waste to energy; waste review

Information for tutors

Delivery

Learning outcome 1 could be delivered through presentations supported by group discussions. For learning outcomes 2 and 3, the same approach could be used supported by activities to address assessment criteria 2.4, 2.5 and 3.3. These activities should relate to learners' own work environments and, ideally, have the outcome of producing documents that could be used in the workplace.

Learners need to understand the techniques and procedures available to efficiently control material stocks and minimise waste. Learners will normally undertake this unit where their job role includes responsibility for ordering, recording, receipt and issue of materials. Materials used may be perishable or durable and stocks could be held either on the premises or elsewhere.

Learners will need to understand the techniques and procedures available to manage the use of equipment efficiently and effectively. Learners working towards an Apprenticeship in facilities management will normally undertake this unit where their job role includes responsibility for the use and maintenance of equipment. Equipment in this context could mean anything from small appliances to large, complex machines needing trained operators.

Workshop sessions should focus on the range of materials and equipment used by the learners attending. Learners should be encouraged to develop worksheets and maintenance schedules for equipment within their own area of responsibility.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. To meet assessment criteria 2.4, 2.5 and 3.3, evidence could be examples of documents produced in the course of learners' normal work roles.

Suggested resources

Books

Gill P – *Electrical Power Equipment Maintenance and Testing* (CRC Press, 2009)
ISBN 9781574446562

Richardson D – *Plant Equipment & Maintenance Engineering Handbook*
(McGraw-Hill, 2014) ISBN 9780071809894

Scaddon B – *PAT: Portable Appliance Testing* (Routledge, 2011)
ISBN 9780080969190

Journals

Maintenance and Asset Management Journal – Conference Communication

Maintenance and Engineering Magazine – Conference Communication

Websites

www.blue-logic.co.uk	Stock control software
www.companydynamics.co.uk	Bespoke stock control software
www.contractorshire.co.uk	Plant and tool hire
www.deltacleaning.co.uk	Cleaning supplies
www.maintenanceonline.co.uk	Maintenance and asset management
www.vision-software.co.uk	Stock control and related software solutions

Unit 17:

Introduction to Managing and Maintaining Property and Assets

Unit reference number: A/503/9365

Level: 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit aims to develop understanding of the estate-management function and the factors involved in the maintenance of property and assets.

The maintenance of property and related assets could be regarded as one of the core functions of facilities management. Learners with this responsibility will require some knowledge of property law, an understanding of the need to keep registers and be able to plan and monitor maintenance. They will also learn about the development and application of maintenance schedules.

On completion of this unit, learners will know how to keep records of property and assets within their area of responsibility.

Essential resources

No special resources are needed for this unit but it is assumed that learners will have access to asset registers and maintenance schedules in their workplaces.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the estate management function	1.1	Describe the property portfolio of own organisation	<ul style="list-style-type: none"> Property portfolio: asset location; asset identification; asset description; date of acquisition; purchased assets; leased assets; non-capital assets; buildings; services; equipment
		1.2	Explain the benefits and disadvantages of being a tenant and an owner-occupier	<ul style="list-style-type: none"> Tenant or owner-occupier: tenancy agreement; covenants; easements; asset life; tenant liability; balance sheets; liabilities
		1.3	Describe the basics of property law	<ul style="list-style-type: none"> Basics of property law: title; leasehold; freehold; ground rent; conveyancing; Landlord and Tenant Act 1995; planning law; zoning; common law rights; chattels
		1.4	Describe the purpose of having a property asset register	<ul style="list-style-type: none"> Property register: building type; building location; building condition; covenants; rights of way; easements; capitalisation threshold; operating leases

Learning outcomes		Assessment criteria		Unit amplification
2	Understand premises and building services maintenance	2.1	List the building services and fabric components within own organisation's estate	<ul style="list-style-type: none"> □ Building services and fabric components: heating; lighting; lifts; air conditioning; fire prevention; fire escapes
		2.2	Explain the purpose of a building fixed asset register	<ul style="list-style-type: none"> □ Building asset register: asset description; asset location; asset condition; building services; maintenance requirements; fixed asset register; capital assets; non-capital assets; depreciated assets
		2.3	List the ongoing maintenance activities that are carried out	<ul style="list-style-type: none"> □ Ongoing maintenance activities: repairs and renewals, redecorating
		2.4	Identify the resources they or others may need for one of these typical maintenance tasks	<ul style="list-style-type: none"> □ Resources needed: specialist contractor; access equipment, ladders, work platforms; personal protective equipment (PPE); temporary lighting; cleaning
		2.5	Describe the types of maintenance regimes	<ul style="list-style-type: none"> □ Types of maintenance regimes: planned preventive maintenance; fix on fail; use and replace; extended warranty; life-cycle maintenance
		2.6	Explain what factors you should consider when developing maintenance plans and schedules	<ul style="list-style-type: none"> □ Maintenance plans and schedules factors to consider: frequency; access; downtime; performance; expertise; warranty; legislation; replacement cost; depreciation; cost of ownership
		2.7	Explain how computerised maintenance management systems can enhance performance of recording and scheduling maintenance activities	<ul style="list-style-type: none"> □ Computerised maintenance systems: frequency identification; bar-coding; maintenance alerts; inventory control

Information for tutors

Delivery

To meet learning outcome 1, learners need to understand the estate-management function and the factors involved in the maintenance of buildings and related assets. This learning outcome is best delivered through a series of workshop sessions explaining the principles of property as an asset to an organisation, the relative advantages and disadvantages of tenancy and ownership, and the associated legal aspects of property as an asset. Learners could produce a portfolio of property based on their own organisations.

To meet learning outcome 2, learners need to show knowledge and understanding of the components that need to be considered when producing a fixed asset register; the services and resources that may be needed to maintain the fixed assets and the importance of planning and scheduling maintenance activities for the assets identified. Learners should be encouraged to produce a fixed asset register based on their workplace and a schedule of maintenance for the assets identified. This could be in the form of an assignment or evidence produced from the workplace. Answers to questions and professional discussions would also be appropriate.

Learners working towards an Apprenticeship in facilities management will undertake this unit where their job role includes responsibility for the maintenance of property and assets.

Assessment

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence for this unit and associated units can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other competence- and/or knowledge-based units.

A variety of assessment methods can be used to generate the evidence needed for this unit. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. Responses to oral questioning and/or professional discussion can also be used as evidence, demonstrating that learners have the relevant knowledge and experience.

The bulk of evidence for learning outcome 2 could be readily obtained through workshop delivery, using material submitted by learners in response to set tasks.

Suggested resources

Books

Brady W – *Managing Fixed Assets in the Public Sector: Managing for Service Excellence* (Universal Publishers, 2001) ISBN 9781581126846

Bragg S – *Fixed Asset Accounting* (Accounting Tools LLC, 2011)
ISBN 9780980069921

Kelly A – *Maintenance Strategy* (Butterworth-Heinemann, 1997)
ISBN 9780750624176

Journal

Property Law Journal

Websites

www.kzsoftware.com	Database tracking software for businesses
www.propertylawuk.net	Property law updating service and research tool
www.realassetmgt.co.uk	Real Asset Management (RAM) UK
www.swg.com	Service Works Group

Unit 18:

Understanding the Need for Effective Management of Space within Own Organisation

Unit reference number: F/503/9366

Level: 3

Credit value: 3

Guided learning hours: 11

Unit aim

The aim of this unit is to develop knowledge and understanding of the effective management of space in learners' own organisations. The management of space is an important facet of facilities management.

Inefficient use of space can add to an organisation's overheads and have an adverse impact on profitability. This unit aims to develop learners' understanding of space planning and of the tools and techniques available to assist with effective and efficient space management.

On completion of the unit, learners will know how to devise and implement a space-planning project. Learners will cover the legislation that has an impact on the planning and management of space. Learners will be able to effectively interpret a space layout drawing and develop proposals for the optimisation of space utilisation.

Essential resources

No special resources are needed for this unit but access to computer-aided design facilities would be useful.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles that guide and the legislation that impacts on the planning and management of space	1.1	Explain the key concepts and principles of space planning and management	<ul style="list-style-type: none"> Principles of space-planning management: working space; layout plans; walkway space; services; data requirements; lighting; heating; ventilation; usable/gross space ratio; fire routes
		1.2	State the relevant legislation that impacts on space management activities in own organisation	<ul style="list-style-type: none"> Legislation impacting on space management: Workplace (Health, Safety and Welfare) Regulations 1992; Equality Act 2010; Regulatory Reform (Fire Safety) Order 2005; Town and Country Planning Act 1968; Building Control Regulations; Offices, Shops and Railway Premises Act 1963; Factories Act 1961 (Repeals and Modifications) Regulations 2009; current legislation
2	Understand how to plan accommodation changes	2.1	Describe the planning and implementation of a space management project	<ul style="list-style-type: none"> Planning: floor plans; scenario planning Implementation of a space-management project: hot-desking; co-location; privacy; lighting; space norms; space costs; space needs profiles; usage tracking
		2.2	Effectively interpret a space layout drawing	<ul style="list-style-type: none"> Interpreting space layout drawings: furniture; services; circulation space; storage; fire routes; lifts and stairs
		2.3	List examples of changes to labels and mark-ups that have to be updated on drawings and documents upon completion of a space management project	<ul style="list-style-type: none"> Changes to labels and mark-ups: occupancy lists; drawing revision numbers; name labels; fire evacuation procedures; location information; company literature; stationery; internal telephone numbers

Learning outcomes		Assessment criteria		Unit amplification
3	Understand optimisation of space utilisation	3.1	List examples of ways that space is used in own organisation and explain how it could be better utilised	<ul style="list-style-type: none"> □ Space usage: storage; meetings; corridors; training facilities; workstations; maintenance; preparation; assembly; production; services; laboratory; library; conference facilities; residential
		3.2	Describe how to encourage responsible space occupancy	<ul style="list-style-type: none"> □ Responsible space occupancy: shared facilities; reduced storage; home working; split shifts; numbers waiting; numbers through

Information for tutors

Delivery

All learning outcomes in this unit could be delivered through presentations supported by workshop sessions. Workshop sessions covering should focus on the type of space (office, storage, production, training, etc) managed by the learners attending. Learners will need to interpret a space layout drawing, this could be derived from a space management project within their area of responsibility.

Learners need to understand the principles of space planning and the factors involved in the management of space, together with an understanding of the optimisation of space utilisation. Learners working towards an Apprenticeship in facilities management will undertake this unit where their job role includes responsibility for the planning and management of space in their own organisations.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence generated by the learner. Where this qualification forms part of an Apprenticeship framework, evidence for this unit can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. The bulk of evidence for learning outcome 2 could be assessed using relevant material from learners' workplaces. Response to oral questioning and/or professional discussion can also be used to, demonstrate that learners have the relevant knowledge and experience.

Suggested resources

Books

Groves K and Knight W – *I Wish I Worked There* (John Wiley and Sons, 2010)
ISBN 9780470713839

Ilozer B – *Open-plan Measures for Facility Space Management of Office Buildings*
(LAP Lambert, 2012) ISBN 9783847347576

Marmot A F and Eley J – *Office Space Planning* (McGraw-Hill, 2000)
ISBN 9780071341998

Van Meel J and Martens Y – *Planning Office Spaces*
(Laurence King Publishing, 2010) ISBN 9781856696982

Journal

Facilities Management World – British Institute of Facilities Management

Websites

www.cafmexplorer.com	Asset management software
www.cubic.co.uk	Space management support
www.radicalsyst.com	Space manager software

Unit 19:

Understanding Support Services Operations in an Organisation

Unit reference number: J/503/9367

Level: 3

Credit value: 3

Guided learning hours: 7

Unit aim

The unit aims to develop knowledge and understanding of support services operations in an organisation. To be able to work effectively in a facilities management environment it is important for learners to appreciate the factors involved in support service operations.

Facilities management is based on the provision of services that, although important, are not part of an organisation's core business. Support services include hard services, such as structure; lifts; fire alarms and soft services, such as human; cleaning; security; landscaping; catering.

Understanding the role of the support service provider is important from the viewpoint of both the client and the provider.

On completion of the unit, learners will understand support service operations and the factors involved in providing these services to meet organisational requirements. Learners will also have an understanding of the role of service level agreements and the ways in which support services can be effectively monitored.

Essential resources

No special resources are needed for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the range of support services required by the organisation and the legislation that impacts on these services	1.1	Describe the range of support services that is required by own organisation, distinguishing between 'hard' and soft' services	<ul style="list-style-type: none"> □ Range of support services and related legislation: building maintenance; catering; cleaning; security; event management; equipment maintenance; health; leisure facilities □ Hard services: structure; lifts; fire alarms □ Soft services: human; cleaning; security; landscaping; catering
		1.2	Identify the legislation that impacts on these services	<ul style="list-style-type: none"> □ Legislation: contract law; public liability insurance; Sale of Goods Act 1979; Workplace (Health, Safety and Welfare) Regulations 1992; Equality Act 2010; Regulatory Reform (Fire Safety) Order 2005; Offices, Shops and Railway Premises Act 1963; Factories Act (Repeals and Modifications) Regulations 2009; current legislation
2	Understand what support services are and how they are currently being provided and delivered	2.1	Describe the role of service level agreements, their typical structure and content	<ul style="list-style-type: none"> □ Service level agreements: definition of responsibilities; terms and conditions; period of service; payment terms; arbitration; escalation; lines of communication
		2.2	Describe how service level agreements are used with both customers and suppliers in own organisation	<ul style="list-style-type: none"> □ Support service delivery: range of services; maintenance; catering; cleaning; security; on call 24/7; defined working hours; reporting structure
		2.3	Describe what support services are currently being provided by the facilities management department and how these are delivered	<ul style="list-style-type: none"> □ Support services: catering; cleaning; janitorial; building maintenance; security; parking; front of house; vending; relocation

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the options of delivering support services	3.1	Explain various ways of providing support services to meet organisational requirements	<ul style="list-style-type: none"> □ Ways of providing support services: outsourcing; fixed-term contract; rolling contract; franchising; partnership agreements; sub-contracting; target payments; decision sharing
		3.2	Explain how the quality of support services is measured and monitored	<ul style="list-style-type: none"> □ Measuring and monitoring support services: progress meetings; quality audit; reporting structure; change orders; warrantee period; progress milestones; cost control

Information for tutors

Delivery

To meet learning outcome 1, learners need to demonstrate the knowledge and understanding of support services required in their organisation and the legal obligations that may affect the delivery of these services. This learning outcome is best met through examination of written evidence based on their workplace, including a case study and research notes relating to a particular service in their organisation. Learners should have their case studies approved by the tutor before they start it.

To achieve learning outcome 2, learners need to demonstrate knowledge and understanding of service level agreements, how they are used and the services that are covered by them. This could be best delivered through a series of workshops, followed by examination of evidence from the learner's workplace including research notes, case studies and/or reports. Learners could produce a basic service level agreement for an identified service, either from the workplace or as part of an assignment.

To achieve learning outcome 3, learners need to demonstrate knowledge and understanding of how support services may be provided to an organisation and how the quality of the service can be measured and monitored. This could be best evidenced by assessing the learner's written work in the form of assignments, research notes or case studies following workshop sessions to cover this learning outcome.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework evidence can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence for this unit can be used to support evidence for other units, both competence- and knowledge based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

Assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3 could be met through assessment of the learner's written work relating to either a work-based case study or an assignment on a service provided in their organisations that is subject to a service level agreement. Reports, research notes and conclusions could also be considered as evidence of knowledge and understanding. Assessment criteria 3.1 and 3.2 could be evidenced through learners' written assessments of the quality of service provided in their organisation for the service identified in learning outcomes 1 and 2. Professional discussions could also be considered as suitable evidence for these criteria.

Evidence submitted to meet the assessment criteria of this unit could be combined with evidence to meet assessment criteria in other units dealing with specific support services.

Suggested resources

Books

Blokdijk G – *Service Level Agreement 100 Success Secrets* (Emero, 2008)
ISBN 9780980471618

Reuvid J – *Managing Business Support Services* (Kogan Page, 2002)
ISBN 9780749439002

Sturn R and Morris W – *Foundations of Service Level Management* (Sams, 2000)
ISBN 9780672317439

Journal

Journal of Services Marketing

Websites

www.ecgroup.co.uk	Handling and delivery solutions
www.emeraldinsight.com	Publisher of journals and books in business and management
www.hemscott.com	Internet, software, and print-based products and services
www.tailormadesupport.com	Operational support

Unit 20:

Understanding Sustainability and Environmental Issues in an Organisation

Unit reference number: L/503/9368

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

The aim of this unit is to develop knowledge and understanding of managing sustainability and environmental issues.

On completion of the unit, learners will be able to assess the environmental issues affecting their own organisations and know of ways in which these issues can be managed.

Learners will gain a better understanding of the constraints and opportunities in making the buildings belonging to their own organisations more environmentally friendly.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand sustainability and corporate social responsibility	1.1	Explain the terms sustainability and corporate social responsibility	<ul style="list-style-type: none"> □ Sustainability: green technologies; conservation biology; natural assets; renewable resources □ Corporate social responsibility: European Union Eco-Management and Audit Scheme; compliance with byelaws and legislation; community involvement; business ethics
		1.2	Identify the key legislation associated with sustainability and corporate social responsibility	<ul style="list-style-type: none"> □ Key legislation: European Citizens Organisation for Standardisation (ECOS); European Environmental Bureau; Green Dragon Environmental Management Standard; European Union Eco-Management and Audit Scheme; ISO 14001
2	Understand environmental issues affecting the organisation and how these issues can be managed	2.1	List the environmental standards required in own organisation	<ul style="list-style-type: none"> □ Environmental standards: carbon emissions; waste recycling; waste management; energy efficiencies; European RES Directive; European Eco-label
		2.2	Explain the environmental issues affecting own organisation	<ul style="list-style-type: none"> □ Environmental issues: environmental impact; pollution; renewable energy targets; land fill; noise abatement; energy reduction
		2.3	Describe environmentally friendly ways to manage issues affecting own organisation	<ul style="list-style-type: none"> □ Environmental management: waste reduction; alternative energy sources; green products; micro-generation strategy; energy awareness

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the constraints and opportunities of an organisation's building(s) in being environmentally friendly	3.1	Explain the constraints of own organisation's building(s) on environmentally friendly procedures and practices	<ul style="list-style-type: none"> □ Environmental building constraints: building structure; solar gain; thermal efficiency; fossil fuels; high carbon construction; Building Regulations Part L; planning control
		3.2	Explain the opportunities to enhance own organisation's building(s) environmentally friendly performance	<ul style="list-style-type: none"> □ Environmental building opportunities: energy performance certificates; renewable energy; natural ventilation; heat-pump technology; feed-in tariffs; Community Energy Saving Programme (CESP)

Information for tutors

Delivery

All the learning outcomes in this unit could be delivered through presentations supported by workshop sessions and individual tutorials. Learners should be encouraged to undertake research and apply the findings to their own organisation. Workshop sessions for this unit should focus on the environmental issues affecting the organisations that employ the learners attending the workshops. Learners should be encouraged to develop environmental awareness within their own area of responsibility. They should also consider the environmental constraints of the building(s) in which they work and possible ways of enhancing the environmental performance.

Learners need to know the environmental standards required by their own organisations and the constraints and opportunities presented to improve environmental performance in a cost-effective way. A basic understanding of sustainability is required, together with knowledge of the associated legislation.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence. Where the qualification forms part of an Apprenticeship framework, evidence can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence to meet the outcomes of this unit can be used to support evidence for other units, both competence- and knowledge based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. Responses to oral questioning and/or professional discussion can be used as evidence to demonstrating that learners have the relevant knowledge and experience.

The assessment criteria for learning outcomes 2 and 3 require evidence relating to learners' own organisations.

Suggested resources

Books

Grober U – *Sustainability: A Cultural History* (UIT Cambridge Ltd, 2012)
ISBN 9780857840455

Robertson M – *Sustainability Principles and Practice* (Routledge, 2014)
ISBN 9780415840187

Thiele L P – *Sustainability* (Polity, 2013) ISBN 9780745656106

Young S T and Dhanda K K – *Sustainability: Essentials for Business*
(SAGE Publications Inc., 2012) ISBN 9781412982827

Journals

Environmental Science and Technology – ACS Publications

International Journal of Global Environmental Issues –
Inderscience Enterprises Limited

Journal of Environmental Economics and Management – Science Direct

Journal of Environmental Policy and Planning – Wiley

Websites

www.globalissues.org Social, political, economic and environmental issues

www.topten.eu Energy efficient products

Unit 21: Understanding Utility Services and Energy Efficiency in the Workplace

Unit reference number: R/503/9369

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

The aim of this unit is to develop knowledge and understanding of managing utility services and energy efficiency in the workplace.

With the continuing escalation of energy prices it is important to seek out the most cost-effective provision, while at the same time matching supply with demand.

The effective management of utility services can lead to reduced consumption and help towards meeting government energy targets. This unit aims to develop understanding of utility services management and to increase knowledge of possible ways of improving energy efficiency within learners' own organisations.

On completion of the unit, learners will know how to manage utility services effectively in order to match supply with demand and to obtain the most cost-effective service provision. Learners will have a better understanding of the importance of energy efficiency and of the ways it can be improved in their own organisations.

Essential resources

No special resources are needed for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand own organisation's utility services requirements	1.1	Identify what utility services are required by own organisation and examine what are actually provided	<ul style="list-style-type: none"> Utility services requirements compared with actual provision: electricity; single phase; three phase; gas; water; oil; solid fuel; departmental energy demand; metered supply; energy bills
		1.2	Explain the options of acquiring utility services to bridge the gap between own organisation's requirements and actual provision	<ul style="list-style-type: none"> Options for matching provision with requirements: energy efficiency; changing suppliers; combined tariffs; alternative energy sources; renewable energy; energy conservation
2	Understand the efficiency of own organisation's energy consumption	2.1	Explain the importance of energy management for own organisation	<ul style="list-style-type: none"> The importance of energy management: energy cost increases; carbon footprint; alternative sources; sustainability; fossil fuel depletion
		2.2	Examine how own organisation measures energy requirements and actual consumption to determine efficiency	<ul style="list-style-type: none"> Measuring energy requirements and consumption: energy meters; data loggers; departmental demand; energy needs analysis; consumption data
		2.3	Identify ways of improving own organisation's energy efficiency	<ul style="list-style-type: none"> Ways of improving energy efficiency: energy targets; energy awareness; responsible use; modern equipment; load limiting; presence detectors; insulation; fluorescent lighting

Information for tutors

Delivery

To meet learning outcome 1, learners need to know the utilities services requirements of their own organisations and the options available to match supply with demand in a cost-effective way. A basic understanding of energy efficiency is also required. This could be delivered through a series of workshops based on the assessment criteria, followed by evidence produced from learners' own workplaces. Learners should be encouraged to produce a report on the services currently provided, along with suggested proposals to improve on current consumption in their area of responsibility.

To meet learning outcome 2, learners need to demonstrate knowledge and understanding of energy management, including sustainability and carbon footprint effects. This learning outcome is best delivered through a series of workshops on energy management and efficiency, followed by written evidence either from the learners' workplaces or produced as part of a workshop-based assignment. Research notes, answers to questions and professional discussion are also suitable evidence.

Learners working towards an Apprenticeship in facilities management will undertake this unit where their job role includes responsibility for the management of utilities services in their own organisations.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence.

To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications.

A variety of assessment methods can be used to generate the evidence needed. Assessment of learners' knowledge would be best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

Evidence for assessment criteria 1.1, 1.2, 2.2 and 2.3 could be produced during workplace delivery, using material submitted by learners in response to set tasks, for example a report on their workplace of existing services and proposals for improvement in consumption. Evidence for assessment criterion 2.1 could be produced through research and private study.

Suggested resources

Books

Doty S – *Commercial Energy Auditing Reference Handbook* (Fairmont Press, 2008)
ISBN 9781420061116

Robson C – *Utility Regulation and Competition Policy*
(Institute of Economic Affairs, 2002) ISBN 9780255365239

Trumann A, Younger W J and Niehus T – *Handbook of Energy Audits* (CRC Press, 2009) ISBN 9781439821459

Wulfinghoff D R – *Energy Efficiency Manual* (Energy Institute Press, 2000)
ISBN 9780965792677

Journals

Energy Efficiency

Energy Journal

Websites

www.buildingsdatabook.eren.doe.gov	Statistics on residential and commercial building energy consumption
www.confused.com/gas-electricity/commercial-energy	Business energy comparison site
www.energysavingtrust.org.uk	Energy Saving Trust

Unit 22:

Understanding Procurement and Supplier Management in the Workplace

Unit reference number: J/503/9370

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

The aim of this unit is to develop knowledge and understanding of procurement and supplier management.

Learners working in a facilities management environment may have responsibility for procuring the supplies and services needed in their area of activity. Where this is the case, procedures and documentation will normally already be in place to facilitate the procurement process. Learners should be given the opportunity to examine a range of procurement procedures beyond those in use in their own workplace.

This unit looks at the identification and validation of procurement requirements, the selection of specialist suppliers and the techniques available for monitoring performance.

On completion of the unit, learners will know how to control the procurement process and how to use documentation and follow procedures.

Essential resources

No special resources are needed for this unit. It is expected that learners will, in their employers' organisations, have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand procurement in own organisation	1.1	Explain procurement procedures in own organisation	□ Procurement procedures: purchase orders; requisitions; specifications; authority levels; payment terms; terms and conditions; specifications; e-procurement
		1.2	Describe how procurement requirements can be identified and validated	□ Identifying and validating procurement requirements: demand analysis; make or buy, lease or rent; re-use/recycle; price fluctuations; exchange rates; cost of ownership
		1.3	Identify typical purchases in own area of responsibility	□ Typical purchases: raw materials; consumables; capital items; services; direct and indirect
		1.4	Describe supply chain in own organisation	□ Supply chain: point of origin to point of consumption; synchronising supply with demand
		1.5	Describe types of specifications used in the organisation	□ Types of specification: standard terms; conditions of contract; special conditions; fixed-term contract; bill of quantities
2	Understand how specialists and suppliers are identified and managed in own organisation	2.1	List specialists and suppliers used by own organisation and explain how these specialists and suppliers are selected	□ Selection of specialists and suppliers: prequalification; invitation to tender; resources availability; lead time; preferred suppliers
		2.2	Explain how the performance of specialists and suppliers is monitored and how continuous improvement is encouraged	□ Monitoring performance of specialists and suppliers: progress reviews; interim payments; penalty clauses; quality testing; SLAs; Key Performance Indicators

Information for tutors

Delivery

All the learning outcomes in this unit could be delivered through tutored workshop sessions. The sessions should examine the procurement processes as they relate to learners' own organisations.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence generated by the learner. Where this qualification forms part of an Apprenticeship framework evidence can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence for this unit can be used to support evidence for other units, both competence- and knowledge based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods can be used to generate evidence. Assessment of knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions. Procurement documents from learners' own organisations can be used where appropriate.

Assessment criteria 1.1, 1.3, 1.4 and 2.1 require evidence relating to the learners' own organisations.

Suggested resources

Books

Baily P and Farmer D – *Procurement Principles and Management* (Prentice Hall, 2010) ISBN 9780273713791

Hugos M H – *Essentials of Supply Chain Management* (Wiley, 2011) ISBN 9780470942185

Solish F and Semanik J – *The Procurement and Supply Managers Desk Reference* (Wiley, 2012) ISBN 9781118130094

Journal

Supply Management – Chartered Institute of Purchasing

Websites

www.globalprocure.com

Global Procurement Council

www.sapphiresystems.com

Financial management software, accounting software and business management software

Unit 23:

Understand How to Manage Contracts and Contractors in the Workplace

Unit reference number: Y/503/9373

Level: 3

Credit value: 2

Guided learning hours: 8

Unit aim

The aim of this unit is to develop knowledge and understanding of managing contracts and contractors in the workplace. Learners will acquire knowledge of the contract management tools and procedures used to maintain contract progress and quality, avoiding time and cost overruns. They will learn how to cope with unforeseen contract circumstances and how to deal with them in the correct manner.

The unit deals with the tools used in contract management and the methods used for managing contractors in the workplace. The unit gives learners a good grounding in the knowledge of contracts.

Facilities management frequently involves the management of external contracts and contractors. Learners working in a facilities management role could be called on to help with the award and monitoring of contracts to bring them to a successful conclusion. These contracts could be for the construction of new facilities or for the supply of goods and services.

On completion of the unit, learners will understand how to operate effectively in a contract environment.

Essential resources

No special resources are needed for this unit but learners will need access to any resources that form an essential part of their selected example contract.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how contracts are managed in the workplace	1.1	Briefly outline contract management procedures and tools used in own workplace	<input type="checkbox"/> Contract management procedures and tools: letter of intent; notice to proceed; progress meetings; progress payments; change orders; final account; warrantee period; contracts; service level agreements
		1.2	Describe a contract that you have assisted in managing and explain how you do this	<input type="checkbox"/> Contract management methods employed: site supervision; health and safety; interim payments; compliance with specifications; conditions of contract; progress checking; substantial completion; exceptions list

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how contractors can be managed in the workplace	2.1	Explain how to communicate all relevant information to contractor(s) in the workplace	<ul style="list-style-type: none"> Communicating relevant information: site instructions; conditions of contract; change orders; permit to work
		2.2	Give an example of a contractor that you manage and explain what information the contractor will require to perform their function safely	<ul style="list-style-type: none"> Contract information required: working hours limit; noise restrictions; height restrictions; access restrictions; emergency arrangements; contractor's site compound; working space; site clearance requirements; security arrangements; confidentiality
		2.3	Using the example provided explain a control tool that you could use to monitor the contractors work	<ul style="list-style-type: none"> Tools for monitoring contractors' work: progress scheduling; progress meetings; progress milestones; quality checks; quality tests; inspections; audits
		2.4	Using the example provided explain how you could stop a contractor working if the work were unsafe, unauthorised or causing business disruption	<ul style="list-style-type: none"> Order to stop work: termination notice; closure order; breach of contract; contract time and cost overruns; unsafe working; lack of progress; failed targets

Information for tutors

Delivery

All the learning outcomes in this unit can be delivered through tutored workshop sessions and discussion groups. Examples from learners' experiences of managing contracts in their workplaces could form the basis for discussion. The workshop sessions can also be used to give learners guidance on assembling relevant evidence for their portfolio.

Learners will need to demonstrate their understanding of the tools and procedures used in the management of contracts and contractors. Learners undertaking this unit will normally be actively involved in the management of contracts as a part of their work role.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence generated by the learner. Where this qualification forms part of an Apprenticeship framework, evidence for the unit can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence to meet the learning outcomes of this unit can be used to support evidence for other units, both competence- and knowledge based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods can be used to generate evidence.. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies or, in some cases, answers to written questions.

Assessment criteria 1.2, 2.2, 2.3 and 2.4 require reference to an example of a contract with which learner is involved. Evidence could be in the form of a case study but could also be working documents: site instructions, contract correspondence, minutes of progress meetings, progress charts and contract termination documents.

Suggested resources

Books

Carter R – *Practical Contract Management* (Cambridge Academic, 2012)
ISBN 9781903499672

Dykstra A – *Construction Project Management* (Kirschner Publishing, 2011)
ISBN 9780982703496

Uher T E and Davenport P – *Fundamentals of Building Contract Management*
(University of NSW Press, 2010) ISBN 9781742230214

Journal

Contract Management Magazine – National Contract Management Association

Websites

www.cabinetoffice.gov.uk

The Office of Government Commerce (OGC)

www.opensourceinc.com

Contract management software

www.symfact.com

Contract and compliance solutions

Unit 24: Understanding Incident Management and Disaster Recovery in the Workplace

Unit reference number: H/503/9375

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

The aim of this unit is to develop knowledge and understanding of incident management and disaster recovery in the workplace, including risk assessment, potential hazards, the reduction of hazards identified and how to recover following an incident in the workplace.

Learners working in a facilities management environment will be expected to understand the processes and procedures surrounding the identification and assessment of items that may present a risk or hazard to learners or others in the workplace. Following the identification of possible hazards and risks, learners will need to understand the methods that can be used to reduce the impact of the identified hazards on both people and organisations. Learners should understand the requirements of their organisation following an incident in their workplace.

This unit looks at the risk identification process, considering the hazards and the implications of hazards being poorly managed. It also looks at the reduction of the impact of the identified hazards on people and organisations and the procedures surrounding recovery from an incident.

On completion of the unit, learners will know how to identify and assess risks and hazards that could occur in the workplace, explain how to minimise the impact of the identified hazards and recognise their role in incident recovery in their organisation.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand business risk management and potential threats to the organisation	1.1	Explain the process of business risk management	□ Risks: a risk is the likelihood that a hazard will actually cause adverse effects, together with a measure of the effect
		1.2	Describe potential threats and major incidents that could occur in own workplace	□ Hazards: a hazard is something (an object, a property of a substance, a phenomenon or an activity) that can cause adverse effects, e.g. water on a staircase is a hazard, because you could slip on it, fall and hurt yourself
		1.3	Describe potential outcomes if hazards and incidents are not managed	□ Potential outcomes: consequences or end results; injuries; accidents; loss of life; loss of facilities; loss of property or data; fire; flood
2	Understand how to reduce the impact of business interruption on people and the organisation	2.1	Explain how to reduce the impact of business interruption on people and the organisation	□ Reduction of impact: minimisation of an effect or outcome; assessment of risk; measures to minimise risk; inform and educate; consideration of alternative methods; materials or processes
		2.2	List mitigation measures used to prevent major incidents in the organisation	□ Mitigation measures: measures considered necessary to prevent, reduce and where possible remedy or offset any significant adverse impacts; risk assessments; method statements
		2.3	Describe monitoring and review processes that are used in own organisation	□ Monitoring and review processes: inspections; risk assessments; audits external or internal; meetings

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to recover after a major incident has occurred in the workplace	3.1	Explain the recovery procedures in own organisation	<input type="checkbox"/> Recovery procedures: reporting measures and procedures; specialist advice; resource reallocation
		3.2	Describe a major incident that could occur in own workplace and explain your role should this incident occur	<input type="checkbox"/> Incident: fire; flood; accident; security breach; data loss; explosion

Information for tutors

Delivery

To meet learning outcome 1, learners need to recognise and assess risks and hazards in the workplace along with the potential outcomes if the incidents identified are not managed. This could best be evidenced by learners' written research notes, following a series of workshop-delivered sessions.

To meet learning outcome 2, learners will need to demonstrate knowledge and understanding of methods of reducing the impact of the identified hazards and risks. Learners should be encouraged to produce evidence based on their current workplace, demonstrating the identification of hazards, risks and methods of management. This should include the production of a simple risk assessment and method statement.

To meet learning outcome 3, learners will need to be aware of the systems in place in their own organisation to monitor and review existing processes. They should demonstrate knowledge and understanding of how to respond to an incident. The evidence for this could be learners' written research notes from their own workplace based on an incident that could occur.

Assessment

The centre will devise and mark the assessment for this unit.

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where the qualification forms part of an Apprenticeship framework, evidence for this unit, and other associated NVQ units, can be combined to form part of a single portfolio with appropriate referencing to meet the learning outcomes of all the related units. By adopting a holistic approach in this way it will be found that evidence for this unit also meets some of the criteria for other knowledge and/or competence units.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

To meet assessment criteria 1.1, 1.2 and 1.3, learners need to produce evidence of knowledge and understanding of the principles involved in identifying risks and hazards and the potential outcomes if the identified risks and hazards are not managed correctly. This evidence may be in the form of research notes, evaluation conclusions, a risk register, and risk assessment and method statement.

Assessment criteria 2.1, 2.2 and 2.3 involve learners producing evidence relating to the reduction of the impact of risks and hazards and processes involved in monitoring the systems identified in the workplace. Evidence could be reports, research notes and other evidence gained from the workplace. This could include the production of a risk register, risk assessment, monitoring systems such as inspections and a contingency plan or strategy based on learners' workplaces.

Assessment criteria 3.1 and 3.2 can be achieved using learners' workplace research notes that cover existing recovery procedures in their own organisations, and a written report on an incident that could occur in their workplace, including mitigation steps.

Suggested resources

Books

Atkin B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2009)
ISBN 9781405186599

Booty F – *Facilities Management Handbook* (Butterworth-Heinemann, 2008)
ISBN 9780750689779

Journal

International Journal of Project Management

Websites

www.contingency-planningdisaster-recovery-guide.co.uk	Contingency planning guide
www.hse.gov.uk	Health and Safety Executive
www.todaysfacilitymanager.com	Blogs, articles, columns and resources for facilities management

Unit 25: Understanding Security Measures in the Workplace

Unit reference number: K/503/9376

Level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit aims to develop knowledge and understanding of security measures in the workplace, the legislation surrounding them, their effectiveness and how existing systems can be improved.

Learners working in a facilities management environment will frequently be involved in both the provision of new security measures and the assessment of existing measures in the workplace. Security is often key to the operation of many companies and organisations in today's marketplace. The security of personnel, data, information and premises are all considerations that should be carefully assessed when looking to provide a complete service.

The unit looks at the identification and legislation of existing systems in the workplace and the effectiveness and potential weaknesses of existing systems. It also looks at the identification of appropriate improvements that could be implemented.

Essential resources

No special resources are needed for this unit. It is expected that learners will have access to the relevant workplace information on security measures.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand security measures in the workplace and associated legislation	1.1	Identify and explain security measures in the workplace	□ Security: access control; security of staff; security of property; security of information/data; security of visitors
		1.2	Describe relevant legislation affecting security measures in the workplace	□ Legislation: data protection; Official Secrets Act 1989; violence in the workplace; theft in the workplace
2	Understand whether the prescribed security measures are effective in the organisation	2.1	Examine the effectiveness of prescribed security measures in the workplace	□ Effectiveness of prescribed security measures: meet the needs of the client; meet the needs of the organisation; protect staff/data/property/visitors; cost effective
		2.2	Identify potential gaps between the intentions of prescribed security measures and what happens in practice	□ Potential gaps between intentions and practice: ineffective procedures; procedures not meeting requirements; procedures not within current legislation; differences from site as planned; access difficulties; (under-resourced; staffing problems); not meeting requirements; not within current legislation
3	Know how to identify improvements to existing security measures	3.1	State appropriate improvements to security measures based on the most important potential weaknesses identified	□ Improvements: cost reduction; effectiveness; efficiency; compliance with specification

Information for tutors

Delivery

The learning outcomes for this unit could be delivered through presentations and guided discussion. Presentations should cover relevant legislation and could examine the effectiveness of a range of security measures and ways of improvement.

Learners need to understand security measures in the workplace and know about the associated legislation. Learners need to be able to assess and improve security measures in the workplace.

Learners should be encouraged to produce evidence based on their current workplace security measures. They should ensure that the requirements of their employer's security policies are adhered to in producing workplace evidence. The unit is probably best delivered through workshop sessions, followed by tutorials on legislation.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence generated by the learner. Where the qualification forms part of an Apprenticeship framework, evidence for can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence to meet the outcomes of this unit can be used to support evidence for other units, both competence- and knowledge based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

Suggested resources

Books

Fischer R and Halibozek E – *Introduction to Security* (Butterworth-Heinemann, 2012) Kindle ASIN B009119038

Gill M – *The Security Handbook* (Palgrave Macmillan, 2014) ISBN 9781137323279

Smith E N – *Workplace Security Essentials* (Butterworth-Heinemann, 2014) ISBN 9780124165571

Journal

Security Journal – Palgrave

Website

www.fmlink.com

Facilities management resources

Unit 26:

Understanding Leadership in the Management Role

Unit reference number: L/503/9337

Level: 3

Credit value: 2

Guided learning hours: 6

Unit aim

This unit aims to develop understanding of leadership and management and to give learners understanding of their own management style and its impact on their team, colleagues, peers and subordinates in the workplace.

This unit gives learners knowledge and understanding of leadership and management and reviews the factors to be taken into account when leading a team in the facilities management sector.

The unit examines the meaning of leadership and management and explores the various management styles that may be relevant to learners' own roles. Learners will develop an understanding of the factors that can influence management style and the ways in which the choice of management style has an impact on team members.

The unit gives learners sound knowledge and understanding that can be applied to many facilities management operations.

On completion of the unit, learners will be aware of the management techniques that apply to an organisation.

Essential resources

No special resources are required for this unit. It is expected that, in their employers' organisations, learners will have access to facilities and equipment that relate to this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of leadership within the management role	1.1	Describe the responsibilities of the manager in achieving the organisation's goals and objectives	<ul style="list-style-type: none"> Responsibilities of the manager: social influence to accomplish tasks; maximisation of resources to achieve goals; organising people to accomplish objectives; planning; controlling/monitoring; directing; staffing; motivation
		1.2	Explain the importance of leadership skills for the manager	<ul style="list-style-type: none"> Leadership skills: communication; planning; delegation; organisational; motivational; time management; problem solving; decision-making
2	Understand management leadership styles	2.1	Describe the main features of a recognised model of leadership styles	<ul style="list-style-type: none"> Recognised models: transactional; transformational; participative; situational; charismatic; quiet; servant; authoritarian; democratic; paternalistic
		2.2	Explain how the choice of leadership style could have an impact on the manager achieving their goals and objectives	<ul style="list-style-type: none"> Impact of management style on team: staff morale; retention; achievement; output; time lost through sickness; motivation, staff development

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to review own preferred leadership style and the potential impact in the workplace	3.1	Identify own preferred leadership style using a recognised model	<ul style="list-style-type: none"> □ Own leadership styles: authoritarian; paternalistic; democratic; autocratic; full delegation; little delegation; no delegation; full consultation; little consultation; no consultation; self or group
		3.2	Explain the potential impact of this particular style on performance in the workplace	<ul style="list-style-type: none"> □ Impact on performance: improved; reduced; engaged workforce; disengaged workforce; cooperation
		3.3	Identify ways in which the manager might need to modify this leadership style in order to maximise team performance in the workplace	<ul style="list-style-type: none"> □ Modifications: more delegation; less delegation; workforce engagement; reward base; motivational

Information for tutors

Delivery

To meet learning outcome 1, learners will need to demonstrate knowledge and understanding of the role of a leader in an organisation and the responsibilities that they have to the organisation. This learning outcome is best delivered in workshop sessions followed by review of written work produced by the learner following research and private study.

To meet learning outcome 2, learners will need to understand the various styles of leadership and the way that their choice of style can have an effect on the outcomes they want to achieve. This learning outcome is best delivered in workshop sessions to allow the learner to determine their current style of leadership.

To meet learning outcome 3, learners will need to be able to identify the style of leadership best suited to them, the effects that the style identified may have on their organisation and the modifications they may make to improve performance. This learning outcome is probably best delivered in workshop sessions, followed by review of written work produced by the learner following research and private study.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit is assessed through a portfolio of evidence. To achieve the unit all assessment criteria must be met. Where this qualification forms part of an Apprenticeship framework, evidence can be included in a single portfolio that addresses the requirements of both competence- and knowledge-based qualifications. Evidence to meet the learning outcomes can be used to support evidence for other units – both competence- and knowledge based.

Assessors will find that adopting a holistic approach reduces the amount of evidence needed. A variety of assessment methods can be used to generate evidence. Assessment of learners' knowledge is probably best achieved through examination of written evidence following the workshop sessions. This evidence can be in the form of assignments, reports, case studies and, in some cases, answers to written questions.

Suggested resources

Books

Adair J – *How to Grow Leaders* (Kogan Page, 2009) ISBN 9780749454807

Adair J – *The John Adair Handbook of Management and Leadership*
(Thorogood, 2004) ISBN 9781854182043

Cole G A – *Management Theory and Practice* (Cengage Learning EMEA, 2003)
ISBN 9781844800889

Pedler M – *A Manager's Guide to Leadership* (McGraw-Hill, 2010)
ISBN 9780077128842

Journals

Edge (from the Institute of Leadership and Management)

People Management Magazine

Websites

www.ecoggins.hubpages.com/hub/Global-Leadership-Models	Guidance on leadership styles
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www.i-l-m.com	Institute of Leadership and Marketing
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www.managementtoday.com	Management today
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13 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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Facilities Management against the underpinning knowledge of the Pearson Edexcel Level 3 NVQ Award/Certificate/Diploma in Facilities Management. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NVQ/competence-based qualification.

A blank space indicates no coverage of the knowledge.

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
NVQ/competence-based units											
1	Provide and Monitor Facilities for Clients			#							
2	Develop Working Relationships with Colleagues										#
4	Monitor and Solve Customer Service Problems				#						
17	Recruit Staff in Own Area of Responsibility							#			
6	Set Objectives and Provide Support for Team Members										#
14	Manage Facilities Management Projects										#
15	Provide Leadership and Direction for Own Area of Responsibility										#

BTEC Specialist units		Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
NVQ/competence-based units											
1	Provide and Monitor Facilities for Clients						#	#	#	#	
10	Maintain Property and Assets							#			
12	Manage Space								#		
6	Set Objectives and Provide Support for Team Members						#				
14	Manage Facilities Management Projects			#							
17	Recruit Staff in Own Area of Responsibility	#									
18	Manage a Budget for Own Area of Work					#					

BTEC Specialist units		Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
NVQ/competence-based units							
1	Provide and Monitor Facilities for Clients	#					
13	Carry Out Energy Management	#					
20	Specify, Commission and Manage External Contracts and Agreements			#			
7	Procure Supplies		#				
15	Provide Leadership and Direction for Own Area of Responsibility						#

Annexe B

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualifications: Pearson BTEC Level 3 Certificate in Facilities Management (last registration 01/01/2013). Unit 13, Unit 26, Unit 27 and Unit 28 of the predecessor qualification are not in the new qualification.

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 29	Unit 30
Unit 1		P																								
Unit 2			F																							
Unit 3	P																									
Unit 4													P													
Unit 5														P												
Unit 6															P											
Unit 7																F										
Unit 8																								P		
Unit 9																									P	
Unit 10																										P

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 29	Unit 30
Unit 11																F										
Unit 12																	P									
Unit 13				F																						
Unit 14																		P								
Unit 15																			P							
Unit 16					F	F																				
Unit 17							F																			
Unit 18								P																		
Unit 19									P																	
Unit 20																				P						
Unit 21										F																
Unit 22											F															
Unit 23												F														
Unit 24																					F					
Unit 25																						F				
Unit 26																							P			

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Asset skills assessment principles 2012

Policies and principles for awarding asset skills competence units across all four nations

1 Introduction

Asset Skills has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for competence based units of assessment which have been submitted by Asset Skills to the appropriate national qualification framework.

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 qualifications 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.
 - 2.1.3 Asset Skills does not prescribe a minimum number of observations. However, evidence provided must demonstrate that the candidate's 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 Quality Assurers/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 their 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.
- 5.1.1 The Awarding Organisations will review centre risk ratings on an annual basis to ensure risk rating is still appropriate and 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.
- 6.2 The criteria will apply to existing and new External Verifiers (evs).
- 6.3 Verification Competence
 - 6.3.1 The appointment and competence of External Verifiers must comply with current Ofqual regulations for Awarding Organisations. Awarding Organisations will ensure that External Verifiers:
 - Hold or be working towards an appropriate external verifier 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 an appropriate external verifier qualification within 12 months of beginning external verification.
 - In Scotland, all new evs should have an assessment plan for achieving L&D Unit 12 and be working towards achieving the awards. There is no timescale attached to the achievement of L&D Unit 12.
- 6.4 Occupational Competence
 - All External Verifiers must
 - 6.4.1 Provide evidence of knowledge, understanding and application of the National Occupational Standards (NOS), 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 quality assurers/ internal verifiers

- 7.1 Internal Quality Assurers/Internal Verifiers (iqas/ivs) 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 iqas/ivs.
- 7.3 Iqas/ivs should only verify the decisions of assessors which fall within their area of technical and occupational competence.
- 7.4 Iqas/ivs should be seen as the persons 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 Iqas/ivs 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 iqas/ivs have not yet achieved an appropriate qualification in internal verification
- 7.5 The appointment and competence of iqas/ivs must comply with current Regulatory Authority regulations. Iqas/ivs will either:
 - a Hold or be working towards an appropriate internal verifier qualification
 - In England, Wales and Northern Ireland all new iqas/ivs should achieve an appropriate internal verifier qualification within 18 months of beginning internal quality assurance/verification duties. Internal quality assurance/verification decisions by verifiers who are still working towards certification must be countersigned by an IQA/IV who has gained certification.

- In Scotland, all new Verifiers should have an assessment plan for achieving the Learning and Development (L&D) Unit 11 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of Learning and Development (L&D) Unit 11 during centre visits
- All new iqas/ivs must hold an appropriate qualification in assessment of competence

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 may choose between:

Achieving the appropriate regulatory body approved unit qualifications for internal

Quality assurance/verification

or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these quality assurance/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, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis. 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 iqas/ivs hold a relevant qualification

Iqas/ivs 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. Iqas'/ivs' 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 quality assurers/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 an appropriate qualification in assessment of competence
- 8.4 The Assessor should have the following:

Assessment Competence Either:

 - 8.4.1
 - a Hold or be working towards an appropriate qualification in assessment of competence
 - In England, Wales and Northern Ireland, new Assessors must achieve an appropriate qualification in assessment of competence 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 9D and/or 9DI units and be working towards achieving the units. External Verifiers will monitor progress and achievement towards the achievement of 9D and 9DI units during centre visits.
- Candidates in possession of a TQFE without having an appropriate 9D and 9DI units should undertake continuing professional development to demonstrate that they are working to the appropriate 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 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, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis. 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 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.

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