

Pearson Edexcel Level 2 Certificate in Facilities Services Principles

Specification

BTEC Specialist qualification

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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:

Edexcel Level 2 Certificate in Facilities Services Principles (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 Edexcel Level 2 Certificate in Facilities Services Principles specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Section 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
Reference to credit transfer within the QCF removed	Section 5
Guided learning definition updated	Section 11
QCF references removed from unit titles and unit levels in all units	Section 11

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

This specification sets out:

- the qualification's objective
- any other qualification that a learner need to 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 learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing 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 Edexcel Level 2 Certificate in Facilities Services Principles
Qualification Number (QN)	600/5449/9
Date registrations can be made	01/06/2012
Age range that the qualification is approved for	16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	103
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 the Edexcel Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>).

Qualification title and Qualification Number

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

Objective of the qualification

The Pearson Edexcel Level 2 Certificate in Facilities Services Principles is for learners who work in or want to work as, facilities management coordinators and contract managers in the facilities management environment. The qualification involves supporting a range of operations, including building maintenance, service delivery and site security. The key aspects of any facilities services role include monitoring facilities, developing relationships with colleagues and customers, and ensuring that health and safety is maintained at all times.

The qualification gives learners the opportunity to:

- develop skills to work in the facilities services sector
- specialise in an area of facilities services.

Apprenticeships

Asset Skills approve the Pearson Edexcel Level 2 Certificate in Facilities Services Principles as a knowledge component for the Intermediate Apprenticeship in Facilities Services.

Progression opportunities through Pearson Edexcel qualifications

Learners who have achieved the Pearson Edexcel Level 2 Certificate in Facilities Services Principles can progress on to Pearson Edexcel Level 2 Certificate in Facilities Services, Pearson Edexcel Level 3 Award, Certificate and Diploma in Facilities Management and the Pearson BTEC Level 3 Certificate in Facilities Management. See *Annexe A* for further information.

Industry support and recognition

This qualification is supported by Asset Skills, the Sector Skills Council (SSC) for Facilities Services.

3 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 equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure there is continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

4 Qualification structure

Pearson Edexcel Level 2 Certificate in Facilities Services Principles

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	13
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Unit	Unit RN	Mandatory units	Level	Credit	GLH
1	L/503/9631	Working in Facilities Services	2	3	20
2	R/503/9632	Health and Safety for Facilities Services	2	4	35
3	Y/503/9633	Working with Customers and Others in Facilities Services	2	2	18
4	R/503/9629	Sustainability and Environmental Issues for Facilities Services	2	4	30

5 Assessment

All units in this qualification are assessed through centre-devised assessments

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. 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 also meet any additional requirements in the *Information for tutors* section in unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (e.g. 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 provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Edexcel website. See Section 12 for further details.

6 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, qualifications.pearson.com

7 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, qualifications.pearson.com

8 Programme delivery

Centres are free to offer the 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 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 to practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

9 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 10, Access to qualifications for learners with disabilities or specific needs*.

10 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 and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

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.

11 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 that are 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

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

Information for tutors

This section gives tutors information on delivery and assessment. It usually 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.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Working in Facilities Services

Unit reference number: L/503/9631

Level: 2

Credit value: 3

Guided learning hours: 20

Unit aim

This unit is about raising awareness of facilities services by examining the types of services offered by organisations, the job role and progression routes and how facilities services contribute to the wider business 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 about the nature and range of services offered in the facilities sector	1.1	State the role of a facilities services organisation	<ul style="list-style-type: none"> □ Possible role e.g. providing supplementary services, non-core activities, support services, supporting the successful day-to-day running of the organisation, sub-contractor, partner
		1.2	List a range of typical services offered by a facilities services organisation	<ul style="list-style-type: none"> □ Typical services e.g. building structure maintenance, building services maintenance, equipment maintenance, grounds maintenance, space management, catering, cleaning, security
		1.3	Describe a range of services that are offered in the facilities services sector	<ul style="list-style-type: none"> □ Building structure maintenance e.g. structure repairs and renewals, structural refit, redecorating, joinery, roof repairs □ Building services maintenance e.g. general repairs, plumbing, electrical, air conditioning, water supply □ Equipment maintenance e.g. equipment overhaul, servicing, installation, decommissioning □ Grounds maintenance e.g. grass cutting, weed treatment, path maintenance, fencing, car park repairs □ Space management e.g. utilisation checks, utilisation review, recommended utilisation, space planning, office moves □ Catering e.g. works canteen, event catering, vending machines water dispensers, drinks trolleys □ Cleaning e.g. vacuuming, washing floors, window cleaning, disinfection, decontamination, laundry, toilets, public areas □ Security e.g. vehicle barriers, visitor registration, CCTV, night watchman, swipe card systems, entry codes

Learning outcomes		Assessment criteria		Unit amplification
2	Know about employment in the facilities services sector	2.1	Describe typical job roles within the facilities services sector	<ul style="list-style-type: none"> □ Job roles e.g. catering assistant, building support worker, carpenter, electrician, cleaner, security guard, night watchman, maintenance technician
		2.2	Identify career progression routes in the facilities services sector	<ul style="list-style-type: none"> □ Career progression routes e.g. specialist technician, support officer, cleaning supervisor, team leader, small works supervisor, services manager, contract manager, area manager, hospitality, surveying, business or finance, engineering, security, business services, catering, asset management, land management, block management, property development, trades (electrical, plumbing, heating and ventilation)

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the contribution facilities services make to organisations	3.1	Give examples of both 'hard' and 'soft' facilities services	<ul style="list-style-type: none"> □ Hard facilities services e.g. structural alterations, new works, building services maintenance, equipment maintenance, security systems □ Soft facilities services e.g. catering, cleaning, event management, space management
		3.2	Give examples of how facilities services can improve: <ul style="list-style-type: none"> □ energy, water and waste management □ building services □ the working environment 	<ul style="list-style-type: none"> □ Energy management e.g. installing energy efficient equipment, improving building insulation, changing energy tariffs, matching energy needs to operational requirements □ Water management e.g. water treatment/hygiene testing, use of grey water, use of dry processes, managing discharge, corrosion resistance, descaling □ Waste management e.g. recycling, use of biodegradable materials, matching supply to needs, disposal of hazardous waste, disposal of confidential materials □ Building services e.g. routine upkeep of buildings and infrastructure, long term maintenance, preventative maintenance, reduced downtime □ Working environment e.g. creating a safe working environment, creating an efficient working environment, creating a comfortable and pleasant working environment

Information for tutors

Delivery

To achieve this unit the learner needs to understand the role of facilities services in an organisation. The unit is an important building block of the qualification and is best delivered at an early stage in the course. A clear understanding of this unit and its related topics could influence the learner in their approach to units dealing with more specific activities.

Guided learning covering this unit should cover the basic factors influencing business operations. Learners should be encouraged to examine the structure of their own organisation and the way in which facilities services fits within it. For learners undertaking an apprenticeship, knowledge developed from this unit can usefully be applied to several competence units of the Level 2 Certificate in Property, Caretaking and Facilities Services. For apprentices assessment criterion 3.2 could usefully be delivered in conjunction with optional competence Unit 7: Maintain grounds of premises and facilities, Unit 14: Deal with routine waste and Unit 15: Deal with non-routine waste.

Learners should be given a copy of the unit standards and given support to ensure that assessment criteria are fully understood. A series of support sessions could give learners help and guidance building their portfolio. Regular sessions form a convenient check on learner progress. Delivering to groups allows learners to compare notes and encourages a feeling of competition which forms a spur to progress.

Assessment

The unit is assessed through a portfolio of evidence that demonstrates the learner's understanding and meets the assessment criteria. To achieve the unit all 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. Evidence for this unit can be used to support evidence for other units both knowledge- and competence-based. Assessors will find that adopting a holistic approach means evidence can be used for more than one criteria.

A variety of assessment methods can be used to generate the evidence needed for this unit. Assessment of the learner's 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. Oral questioning is also a valid method of assessment and results from this could be recorded on an audio file. Professional discussion can be used to achieve specific outcomes demonstrating that the learner has the relevant knowledge and experience.

Indicative resource materials

Textbooks

Atkin B and Brooks A – *Total Facilities Management* (Wiley-Blackwell, 2009)
ISBN 978-14051-8659-9

Alexander K – *Facilities Management: Theory and Practice* (Taylor & Francis, 1996)
ISBN 978-04192-0580-7

Rondeau E P, Brown R K and Lapidus P D – *Facility Management* (John Wiley & Sons, 1995) ISBN 978-04710-3806-1

Journals and magazines

Facilities

Facilities Management Journal

Journal of Facilities Management

Premises and Facilities Management

Websites

www.assetskills.org

www.bifm.org.uk

www.fm-world.co.uk

Unit 2: Health and Safety for Facilities Services

Unit reference number: R/503/9632

Level: 2

Credit value: 4

Guided learning hours: 35

Unit aim

This unit will provide learners with an understanding of health and safety legislation and how to work safely. Learners will also develop an awareness of ways of controlling risks when working in a cleaning and support services 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	Understand the health and safety legislation which applies to facilities services	1.1	Describe the health and safety legislation and regulations which apply to facilities services	<ul style="list-style-type: none"> □ Health and Safety at Work Act 1974 e.g. guidelines, regulations and codes of practice to maintain a healthy and safe working environment □ Control of Substances Hazardous to Health 2002 (COSHH) e.g. reducing the risk from harmful substances, making proper use of personal protective equipment (PPE), disposal in a safe manner □ Electricity at Work Regulations 1989 e.g. Portable Appliance Testing (PAT) (reducing the risk of electrical shock and fire) □ Reporting of Injuries, Disease and Dangerous Occurrence Regulations 1995 (RIDDOR) e.g. reporting correctly on workplace accidents diseases and dangerous occurrences
		1.2	Describe employee's responsibilities	<ul style="list-style-type: none"> □ Responsibilities e.g. follow regulations, comply with legislation, correct Personal Protective Equipment (PPE), identify and report risks, correct maintenance and storage (equipment, materials, chemicals), report injury and illness
		1.3	Describe employer's responsibilities	<ul style="list-style-type: none"> □ Responsibilities e.g. safe working environment, appropriate training and development, appropriate PPE, provision of appropriate materials/tools/equipment/machinery, carrying out risk assessments, regular maintenance of materials/tools/equipment/machinery

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the appropriate codes of behaviour in relation to health and safety	<ul style="list-style-type: none"> □ Codes of behaviour e.g. organisational procedures, safe working practices, health and safety guidelines, use of appropriate PPE, correct use of equipment, fit for work (not unwell, under the influence of medication, alcohol or drugs)
2	Understand how to work in a safe manner	2.1	State job roles within organisations responsible for health and safety	<ul style="list-style-type: none"> □ Health and safety job roles e.g. health and safety officer/representative, fire warden, first-aider, manager, supervisor, employee
		2.2	Explain the correct use of: <ul style="list-style-type: none"> □ equipment □ materials □ chemicals □ PPE 	<ul style="list-style-type: none"> □ Equipment e.g. operate equipment safely, operate equipment competently, select appropriate equipment, preserve and store equipment to manufacturer's instructions □ Materials e.g. use proper manual handling techniques, use PPE for hazardous materials, dispose safely of hazardous or contaminated materials, select appropriate materials, safely use flammable materials, monitor and replenish materials used, preserve and store materials as instructed □ Chemicals e.g. use proper handling procedures, dispose safely of hazardous or contaminated chemicals, select correct cleaning chemicals, safely use flammable chemicals, monitor and replenish chemicals used, preserve and store chemicals according to established guidelines □ PPE e.g. know when PPE must be used, know what kind of PPE should be used, dispose of contaminated PPE, preserve and store PPE as instructed

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Describe types of security requirements when working on sites	<ul style="list-style-type: none"> □ On-site security requirements e.g. control of keys, electronic systems, surveillance, control of entrances and exits, identity badges, reporting of suspicious persons and packages, induction
		2.4	Describe techniques for safe lifting and handling	<ul style="list-style-type: none"> □ Safe lifting and handling techniques e.g. assess load to be lifted/handled, assess hazards, posture, training, seek assistance
		2.5	Describe recommended procedures in the event of: <ul style="list-style-type: none"> □ Fire □ Accident □ Emergency 	<ul style="list-style-type: none"> □ Procedures in the event of fire e.g. check all those on site are evacuated to a muster point, ensure emergency services are contacted □ Procedures in the event of an accidents and emergencies e.g. administering of first aid, contacting appropriate emergency services, follow correct reporting procedures (RIDDOR), ensure accident book is correctly updated

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the permit to work system	3.1	State the purpose of a permit to work	<ul style="list-style-type: none"> □ Purpose of permit to work e.g. formal assessment of risks, isolation and controlling of hazards (electrical services, mechanical services, traffic, fumes, alarm systems, lifts), secure working area, protection of non-involved personnel
		3.2	Explain how the permit to work should be completed	<ul style="list-style-type: none"> □ Completing the permit to work e.g. risk identification and assessment, method statement, safe system of work, request form, submission of permit to work form, authorised person, contract administrator, competent person, time delay, period of validity
		3.3	State when a permit to work would be necessary	<ul style="list-style-type: none"> □ When permit to work is necessary e.g. hot work, service isolation, disruption, confined space, access to roofs, excavations, asbestos, harmful substances

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to control risks in the workplace	4.1	Explain the importance of personal hygiene in the workplace	<ul style="list-style-type: none"> □ Importance of personal hygiene e.g. reducing exposure of self to contamination or infection, reducing exposure of others to contamination or infection, reducing the risk from cross-contamination
		4.2	Outline the required personal hygiene standards	<ul style="list-style-type: none"> □ Required hygiene standards e.g. wash hands regularly, cover cuts/sores/burns with clean waterproof dressings, wear clean clothing/uniform/PPE, keep hair tidy, cover up or remove personal jewellery piercings/long necklaces/rings, keep fingernails clean, cover mouth when coughing or sneezing, call in or contact managers to report illness
		4.3	Define the terms 'risk', 'hazard' and 'risk assessment'	<ul style="list-style-type: none"> □ Definition of 'risk' e.g. the possibility of suffering harm from a hazard that can cause injury or disease □ Definition of 'hazard' e.g. the possibility of being injured or harmed □ Definition of 'risk assessment' e.g. evaluating risk and the precautions/actions to be taken
		4.4	Identify the types of hazards which might occur in the workplace	<ul style="list-style-type: none"> □ Workplace hazards e.g. electrical equipment, machinery, chemicals, breakages, uneven surfaces, hot surfaces, waste, spillages, bacteria, working at heights
		4.5	Describe health and safety procedures relating to controlling risks	<ul style="list-style-type: none"> □ Risk control procedures e.g. carrying out a risk assessment, writing risk report, making sure control measures are implemented, use of appropriate PPE, completing the relevant paperwork (COSHH sheets)
		4.6	Describe the procedures for reporting hazards	<ul style="list-style-type: none"> □ Procedure for reporting of hazards e.g. adhering to organisational guidelines, following relevant regulations and legislation, completing relevant paperwork, making sure hazards are reported to the appropriate person (supervisor, delegated Workplace Health and Safety officer, representative)

Learning outcomes		Assessment criteria		Unit amplification
		4.7	Explain the importance of following manufacturers' instructions	<ul style="list-style-type: none"> □ Manufacturer's instructions e.g. organisational procedures, regulations and legislation □ Importance e.g. maintaining health and safety, damage minimisation to repairs, minimise repair costs by not invalidating manufacturers' warranties, prolong life (equipment, materials, chemicals)
		4.8	Explain the importance of clear communication in relation to risk assessment	<ul style="list-style-type: none"> □ Importance of clear communication e.g. sharing risk management, putting risk avoidance into practice, raising awareness of risks and hazards, avoiding (injury, accidents, near misses)
		4.9	Explain the importance of risk control measures	<ul style="list-style-type: none"> □ Importance of risk control measures e.g. minimising risk to work colleagues, minimising risk to the public, minimising risk to self

Information for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of the health and safety legislation and regulations that apply to the facilities services industry. Learners should be given the opportunity to understand the typical risks, hazards and safety and security issues that are associated with their work environment. This will create a greater understanding of their role and their employer's role in reducing the risks they will face. Learners need to know who is responsible for health and safety in their organisation and how to use equipment. The use of PPE, waste-handling techniques and the importance of correct manual handling techniques must also be covered. Learners should be given the opportunity to use the different equipment and PPE that they will come across in the workplace. They should put into practice the manual handling and waste management techniques they have been taught.

For learners undertaking an apprenticeship, this unit could usefully be delivered in conjunction with mandatory Unit 1 of the Level 2 Certificate in Property, Caretaking and Facilities services 'Reduce risks to health and safety in the workplace'. Knowledge developed from this unit can also be applied to other competence units such as Unit 8: Maintain site security and safety and Unit 10: Work safely at heights.

Learners need to understand the procedures for dealing with risk assessments and safety hazards across all aspects of the unit and should understand when risk assessments need to be completed. They should be given the opportunity to participate in these activities, as this will promote greater knowledge and understanding of how risks can be avoided or reduced through control measures. Learners should also understand the principles of RIDDOR and the reporting systems they need to follow in their organisation for accidents and fire procedures. Learners need to understand the requirement for colour-coding systems and have knowledge of the chemicals that are used in industry. Short briefing sheets could be used to aid understanding.

Learners working in facilities services may work independently and, as a result, the importance of clear communication between employers and employees is something that they will have to be able to take part in. Learners could take part in simulated or role-play activities that will augment their understanding of the important skill of clear communication. Security in the workplace is also an issue that learners have to understand. Simulation or scenario-based learning could be used to cover this criterion.

Following the organisation's code of behaviour and meeting hygiene requirements is also very important and this should be covered when the learner is completing all the other activities. Throughout delivery, the importance of complying with the organisation's policies and procedures must be emphasised.

Assessment

The unit is assessed on a portfolio of evidence that demonstrates the learner's understanding and meets the assessment criteria. 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 can be used to support evidence for other units both knowledge- and competence-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 the evidence needed for this unit. Assessment of the learner's 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. Oral questioning is also a valid method of assessment and results from this could be recorded on an audio file. Professional discussion can be used to achieve specific outcomes demonstrating that the learner has the relevant knowledge and experience.

Indicative resource materials

Textbooks

Geller E S – *Working Safe* (CRC Press, 2001) ISBN 978-15667-0564-6

Lorber R L, Anderson G M – *Safety 24/7* (Results in Learning Inc, 2006)
ISBN 978-09778-3080-0

Roughton J – *Developing an Effective Safety Culture* (Butterworth-Heinemann, 2002) ISBN 978-07506-7411-9

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

Journals

Health and Safety Review

Occupational Health and Safety

Safety News

Websites

www.assetskills.org

www.hse.gov.uk

Unit 3: Working with Customers and Others in Facilities Services

Unit reference number: Y/503/9633

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit is about communicating politely and effectively with customers and others when performing cleaning tasks. The unit also covers working with others, providing support to others when they require it and making appropriate responses in difficult situations with customers and colleagues.

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	Understand how to communicate effectively with customers	1.1	Describe the importance of communicating with others	<ul style="list-style-type: none"> □ Importance of communication e.g. improving customer service, delivering to agreed service levels, avoiding misunderstanding, clarifying information
		1.2	Describe appropriate ways of communicating with customers	<ul style="list-style-type: none"> □ Possible ways e.g. printed notices and signs, messaging systems/emails/texts □ Appropriate communication skills e.g. listen carefully, share accurate information, engage in dialogue, employ good body language, respond as quickly as possible
		1.3	State the importance of up to date, accurate and clear information	<ul style="list-style-type: none"> □ Importance of up to date, accurate and clear information e.g. make sure mistakes are avoided, maintain efficiency, maximise customer satisfaction, give a good impression of the company
		1.4	State key sources of job-related information	<ul style="list-style-type: none"> □ Key sources e.g. organisational policies and procedures, job description, staff handbook, company intranet, notice boards, meetings, updates, risk assessments, work schedules, manufacturers' instructions, standard operating procedures
		1.5	State reasons for adapting communication to different audiences	<ul style="list-style-type: none"> □ Reasons for adapting communication e.g. differing audience information needs, audience's level of understanding, improving relationship with the audience, making sure critical messages are fully understood

Learning outcomes		Assessment criteria		Unit amplification
		1.6	State procedures for acknowledging, responding to and recording customer communication	<ul style="list-style-type: none"> □ Acknowledging customer communication e.g. make sure organisational guidelines for acknowledgement are followed, acknowledge in the appropriate medium (telephone, texting, email, instant messaging), refer queries to colleagues if necessary □ Responding to customer communication e.g. ensure response to customer is positive, ensure response to customer is timely, ensure response to customer is clear and easy to understand, adapt response to customer's perception of the company □ Recording customer communication e.g. enter information into customer relationship management systems/databases for future use, keep a diary
		1.7	State the limits of authority for dealing with different types of customer communication	<ul style="list-style-type: none"> □ Limitations of authority e.g. job description, financial transaction limits, dealing with disputes, staff handbook (check the appropriate staff directives, understand company policy)

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to meet customers' needs	2.1	Explain the importance of positive behaviour and attitudes	<ul style="list-style-type: none"> □ Importance of positive behaviour and attitudes e.g. impact on the reputation of the business, setting strong organisational standards, meeting service delivery standards, ensuring customer satisfaction, generating repeat business
		2.2	Describe examples of positive behaviour and attitude	<ul style="list-style-type: none"> □ Examples of positive behaviour and attitudes e.g. complying with work schedules, having a good professional manner, being punctual and on-time for work and appointments, using the correct PPE, using good and respectful body language, being understanding and tolerant with colleagues, customers and the public
		2.3	Explain the benefits of creating a positive impression	<ul style="list-style-type: none"> □ Benefits of a positive impression e.g. building a reputation for the business, creating a positive staff morale, making sure customers are pleased with the services they receive, Job satisfaction
		2.4	Describe different types of customer	<ul style="list-style-type: none"> □ Customer types e.g. internal customers (work colleagues, other departments), external customers (clients, public, suppliers)

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Describe procedures for handling difficult customer situations	<ul style="list-style-type: none"> □ Procedures for difficult customers e.g. make sure organisational guidelines are followed, listen patiently, in face-to-face situations use appropriate body language, make sure timely action is taken to resolve the customer's query, carry out the proper escalation to manager/supervisor if necessary, make sure proper records of the incident are kept, be conciliatory and diplomatic towards the customer
3	Understand how to contribute to effective team working	3.1	Explain the importance of teamwork	<ul style="list-style-type: none"> □ Importance of teamwork e.g. maintaining organisational standards, maintaining service delivery, creating high levels of business efficiency, increasing staff morale, being able to cover for absences
		3.2	Describe roles and responsibilities within teams	<ul style="list-style-type: none"> □ Roles and responsibilities within teams e.g. team members contributing positively to team objectives, keeping minutes of team meetings, team leader giving the team guidance, team leader delegating duties, team leader reporting to supervisor/manager
		3.3	List factors that contribute to effective teamwork	<ul style="list-style-type: none"> □ Effective teamwork e.g. leadership, setting a good example, compromise, good interpersonal skills, work sharing, communication, respecting limits of responsibility, helping where needed

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Describe key personal behaviours of team members	<ul style="list-style-type: none"> □ Key behaviours e.g. communicating properly, maintaining focus on team objectives, good interpersonal skills, positive attitude, respect for other team members, respect for other teams, respect for customers, being honest with other team members, personal integrity, the ability to compromise on contentious issues, punctuality
		3.5	Describe how to respond to disagreements in a team	<ul style="list-style-type: none"> □ Responding to team disagreements e.g. selecting appropriate time and place, listening to other points of view within the team, being honest with other team members, finding suitable compromises to solve disagreements, seeking outside support if disputes cannot be resolved within the team, making sure the proper procedures are applied, understanding the proper method for appeals and grievances where team resolution has been unsatisfactory

Information for tutors

Delivery

This unit gives learners the knowledge to communicate politely and effectively with customers. Learners should be encouraged to interact with real customers and to gain knowledge and practice from their experiences. The unit could also be delivered with a learner who works in a realistic working environment.

For learners to understand and appreciate customer needs and expectations, discussions of learners, own experiences as customers, or from their work experience delivering customer service could be explored. Roleplay and simulations can be used as a practical way to deliver knowledge of communicating and responding to customers. This will help learners to appreciate the importance of their own positive behaviour and attitudes to enable them to describe examples of each.

Learners need to know and understand the importance and benefits of delivering excellent customer service within the facilities services industry. Dealing with varied customer situations appropriately and adapting communication with different audiences is essential within this unit.

For learners undertaking an apprenticeship, this unit could be delivered in conjunction with optional competence Unit 5 of the Level 2 Certificate in Property, Caretaking and Facilities Services Develop customer relationships. Knowledge developed from this unit can be applied to other competence units, for example Unit 4: Support the work of a team and develop yourself.

Attention should be given to knowledge gained through each section so all learners will understand why they deliver the service they do and know how to interact with customers in any given situation. Learners should know the limits of their authority for dealing with different types of customers and customer communication, and be taught how to handle difficult customer situations. Short briefs on the procedures used in the workplace for acknowledging, responding to and recording customer communication and the dissemination and importance of up-to-date, accurate and clear information could be used.

Delivery should demonstrate the importance of teamwork and the factors that contribute to effective teamwork in all areas of customer service. Learners should know the roles and responsibilities within their teams. Learners may benefit from sharing their own experiences of working as part of a team. Roleplay can be used to deliver knowledge of how to respond to disagreements in a team. Reflecting on key personal behaviours of team members when contributing to effective team working.

Assessment

The unit is assessed on a portfolio of evidence to demonstrate the learner's understanding and to meet the assessment criteria. To achieve the unit all assessment criteria must be met. 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 outcomes of this unit can be used to support evidence for other units both knowledge and competence based. Assessors will find that adopting a holistic approach reduces the amount of evidence needed.

A variety of assessment methods may be used to generate the evidence needed for this unit. Assessment of the learner's 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. Oral questioning is also a valid method of assessment and results from this could be recorded on an audio file. Professional discussion can also usefully be employed to achieve specific outcomes demonstrating that the learner has the relevant knowledge and experience.

Indicative resource materials

Textbooks

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Professional, 2005)
ISBN 9780071444538

Bradley S – *S/NVQ Level 2 Customer Service Candidate Handbook* (Heinemann, 2003) ISBN 9780435451691

Ford L, McNair D and Perry B – *Exceptional Customer Service: Going Beyond Your Good Service to Exceed the Customer's Expectation* (Adams Media Corporation, 2000) ISBN 9781580624589

McManus S – *Customer Service Pocketbook* (Management Pocketbooks, 2002)
ISBN 9781903776001

Journals

Customer First

Customer Service Manager

Websites

www.assetskills.org.uk

www.customernet.com

www.instituteofcustomerservice.com

Unit 4: Sustainability and Environmental Issues for Facilities Services

Unit reference number: R/503/9629

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit enables learners to understand sustainability in its general sense and in the context of a facilities services environment, focusing on the conservation of utilities and the need to dispose of waste safely.

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	Understand the basic concepts of sustainability	1.1	List and explain common terms used to describe sustainability	<ul style="list-style-type: none"> □ Sustainability e.g. conservation, natural resources, renewable energy, waste reduction, recycling, de-afforestation (the loss of large areas of trees from forests), greenhouse gases (carbon dioxide, methane, carbon monoxide), man-made climate change (alterations in Earth's climatic systems due to human activities), carbon footprint (the total set of greenhouse gases emitted by an organisation, event or person)
		1.2	List the principal types of natural resources	<ul style="list-style-type: none"> □ Natural resources e.g. fossil fuels, rivers and lakes, mineral reserves, atmosphere, oceans
		1.3	Identify the sustainability issues related to natural resources	<ul style="list-style-type: none"> □ Sustainability issues e.g. renewability, limit of reserves, exploitation, alternative sources, pollution

Learning outcomes		Assessment criteria		Unit amplification
2	Understand environmental issues and legislation relevant to facilities services	2.1	Outline the main environmental issues facing facilities services	<ul style="list-style-type: none"> □ Environmental issues e.g. dealing with pollution, controlling waste, meeting renewable energy targets, limiting use of land fill, noise abatement, reducing energy consumption
		2.2	List relevant environmental legislation relating to facilities services	<ul style="list-style-type: none"> □ Environmental legislation e.g. Control of Pollution Regulations 1996, Environmental Damage (Prevention and Remediation) Regulations 2009, Controlled Waste Regulations 1992, Waste Management (England and Wales) Regulations 2006
		2.3	Give examples of waste materials handled by the sector	<ul style="list-style-type: none"> □ Waste materials e.g. contaminated water, solid waste (for landfill disposal), toxic waste, recyclable waste
		2.4	Explain why it is important to comply with legislation	<ul style="list-style-type: none"> □ Reasons for compliance e.g. protection of the environment, avoiding statutory penalties for non-compliance, establishing a reputation for best practice

Learning outcomes		Assessment criteria		Unit amplification
3	Know the importance of using energy and water resources efficiently and ways to reduce waste	3.1	State why it is important to use energy efficiently	<ul style="list-style-type: none"> Importance of energy efficiency e.g. reduce the need for investment in energy infrastructure, cut energy costs (reducing solar heat gain, maximising thermal efficiency), reduce environmental impact (reduction of greenhouse gases emissions, decrease local air pollution), compliance with UK building regulations (Building Regulations Part L)
		3.2	Identify typical actions to reduce energy consumption	<ul style="list-style-type: none"> Energy reduction actions e.g. taking regular meter readings, using low energy sources, installing heat energy recycling, ensuring insulation is efficient, installing energy efficient equipment (intelligent lighting, smart meters), reducing solar heat gain (install tinted glass, doors, skylights), working to obtain an energy performance certificate, using natural ventilation instead of air conditioning, employing thermal ground heat pump technology
		3.3	State why it is important to reduce water usage	<ul style="list-style-type: none"> Importance of reducing water usage e.g. fresh water is a finite resource, water is expensive to treat, water is expensive to transport, reducing environmental impact
		3.4	Identify typical actions to reduce water usage	<ul style="list-style-type: none"> Water usage reduction e.g. regular meter readings, introduce a water usage policy (educate employees on efficient water usage), recycle used water, leak and overflow detection, hosepipe bans, rainfall collection, use valves to regulate water flow, use dry processes where possible

Learning outcomes		Assessment criteria		Unit amplification
		3.5	State why it is important to reduce waste	<ul style="list-style-type: none"> □ Importance of waste reduction e.g. reducing output of polluting materials, protecting the environment, minimising difficulty and expense of disposal, reduction of land fill
		3.6	Identify typical actions to reduce waste	<ul style="list-style-type: none"> □ Waste reduction actions e.g. educate employees on waste reduction policies, check all materials are being used in the most efficient way possible, use less perishable materials where possible, ensure all solid waste is sorted into recycle-able and non-recycle-able materials
4	Know the methods for monitoring usage of energy and water resources and managing the safe disposal of waste	4.1	State the methods for monitoring usage of energy and water resources	<ul style="list-style-type: none"> □ Methods for monitoring energy and water resources e.g. use energy performance certificates to measure energy efficiency, metering technology, test for thermal efficiencies to determine best use of energy
		4.2	Describe methods for managing and disposing of waste in a safe manner	<ul style="list-style-type: none"> □ Managing and disposing of waste e.g. ISO14001 (year on year improvements in waste management), using recycling facilities using landfill sites, incineration, recycling, composting

Information for tutors

Delivery

To achieve this unit the learner needs to know the environmental standards required by their own organisation and the constraints and opportunities presented to improve environmental performance in a cost-effective way. A basic understanding of sustainability is also required, together with knowledge of the associated legislation.

Guided learning for this unit should focus on the environmental issues affecting the organisation(s) employing the learners attending. Practical examples should be selected. Learners should be encouraged to develop environmental awareness within their own working environment. Learners should consider the building(s) in which they work and possible ways of enhancing their environmental performance. For learners undertaking an apprenticeship, knowledge developed from this unit can be applied to several competence units in the Level 2 Certificate in Property, Caretaking and Facilities Services. Learning outcomes 3 and 4 of this unit could usefully be delivered in conjunction with optional competence unit 6 'Control the use of resources', unit 14 'Deal with routine waste' and unit 15 'Deal with non-routine waste'. Learning outcomes 3 and 4 of this unit also link well with assessment criterion 3.2 of the unit 'Working in Facilities Services' from this same qualification.

Learners should be given a copy of the unit standards and given support to ensure that they understand the assessment criteria are fully understood. A series of support sessions could provide useful help and guidance to learners in building their portfolio. Regular sessions form a convenient check on progress. Delivering to groups allows learners to compare notes and encourage a certain feeling of competition which forms a spur to progress.

Assessment

The unit is assessed on a portfolio of evidence that demonstrates learners' understand and that they meet the assessment criteria. To achieve the unit, all assessment criteria must be met. 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 learners' outcomes of this unit can be used to support evidence for other units, both knowledge- and competence-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 the evidence needed for the unit. Assessment of the learner's 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. Oral questioning is also a valid method of assessment and results from this could be recorded on an audio file. Professional discussion can also be used to achieve specific outcomes demonstrating that the learner has the relevant knowledge and experience.

Indicative resource materials

Textbooks

Dresner S – *The Principles of Sustainability* (Earthscan, 2002)
ISBN 978-18538-3842-2

Blewitt J – *Understanding Sustainable Development* (Earthscan, 2008)
ISBN 978-18440-7454-9

Simon C A – *Alternative Energy* (Rowman & Littlefield, 2006)
ISBN 978-07425-4909-8

Lawson N – *An Appeal to Reason: A Cool Look at Global Warming* (Overlook Duckworth, 2008) ISBN 978-07156-3786-9

Journals

Journal of Environmental Economics and Management

International Journal of Global Environmental Issues

Journal of Environmental Policy and Planning

Environmental Science and Technology

Websites

Environment.about.com

Globalissues.org

Greenpeace.org.uk

Topten.eu

12 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.

13 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

Progression opportunities

These are examples of progression opportunities to other Pearson qualifications within the facilities management sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
3			Pearson BTEC Level 3 Certificate in Facilities Management	Pearson Edexcel Level 3 Award, Certificate and Diploma in Facilities Management Practice
2			Pearson Edexcel Level 2 Certificate in Facilities Services Principles	Pearson Edexcel Level 2 Certificate in Facilities Services

Annexe B

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson Edexcel Level 2 Certificate in Facilities Services Principles against the underpinning knowledge of the Pearson Edexcel Level 2 Certificate in Facilities Services. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NVQ/Competence-based qualification unit

A blank space indicates no coverage of the knowledge

		BTEC Specialist units			
		Unit 1	Unit 2	Unit 3	Unit 4
NVQ/competence-based units					
1	Reduce Risks to Health and Safety in the Workplace		X		
5	Develop Customer Relationships			X	

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