

Pearson
BTEC Level 2 Extended Certificate
in Principles of working in
Facilities Services (QCF)

Specification

BTEC Specialist qualification

First teaching August 2015

Edexcel, BTEC and LCCI qualifications

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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 qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. 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.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Extended Certificate in Principles of Working in Facilities Services (QCF)
QCF Qualification Number (QN)	601/6942/4
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/08/2015
Approved age ranges	16-18 19+
Credit value	19
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	158
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>).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

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 2 Extended Certificate in Principles of Working in Facilities Services (QCF) is for learners who wish to work in facilities management as Coordinators or Facilities Management Administrators.

This qualification gives learners the opportunity to:

- Develop their knowledge, understanding and skills of workplace behaviours such as: working in a team, problem solving, developing relationships with colleagues and customers and communication techniques
- Understand key aspects of the facilities service sector, which includes monitoring facilities, building maintenance, service delivery, site security and ensuring that healthy and safety is maintained at all times
- Develop their knowledge and skills in preparation to work with creating a CV, writing letters and interview techniques
- Develop employability skills in facilities services, through the work experience programme in unit 5 Planning and Participating in Work Experience.

Relationship with previous qualifications

This qualification is a new qualification and not a direct replacement.

Progression opportunities through Pearson qualifications

Learners who have achieved the Extended Certificate can progress to the Pearson Edexcel Level 2 Certificate in Facilities Services (QCF), Pearson BTEC Level 3 Certificate in Facilities Management (QCF) and Pearson Edexcel Level 3 Award, Certificate and Diploma in in Facilities Management.

Industry support and recognition

This qualification is supported by People Plus, an employment support and training services company helping people to transform their lives and businesses through work, training, education and financial advice.

3 Qualification structure

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Facilities Services (QCF)

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	19
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
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	J/505/4014	Planning and Participating in Work Experience	2	6	55

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:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

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

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

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*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, qualifications.pearson.com

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

External assessment

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/Centre Malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, qualifications.pearson.com

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, qualifications.pearson.com

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

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

Specific resource requirements

As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

Unit	Resources required
1: Planning and Participating in Work Experience	Learners will need a work placement programme in place, where they can expect to learn through experience, the role of a facilities service operative, and to validate the theory and knowledge delivered in a classroom setting.

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, qualifications.pearson.com

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 or more of the processes listed below.

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 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

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 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 regarding 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.

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

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

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard required in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

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: Working in Facilities Services

Unit reference number: L/503/9631

QCF 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. This unit should be delivered in conjunction with Unit 5, Planning and Participating in Work Experience, where the learner should be encouraged to examine the structure of their organisation and the way in which facilities services fits within it.

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 understands and meets the assessment criteria. To achieve the unit all assessment criteria must be met. 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 criterion.

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.

Suggested resources

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 Lapedes 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

QCF 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
		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)

Learning outcomes		Assessment criteria		Unit amplification
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
		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.

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 by the learners' work experience programme. Throughout delivery, the importance of complying with the organisation's policies and procedures must be emphasised.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The unit is assessed on a portfolio of evidence that demonstrates the learner understands and meets the assessment criteria. To achieve the unit all assessment criteria must be met. 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.

Suggested resources

www.hse.gov.uk

www.projectsmart.co.uk

www.work-experience.org

Unit 3: Working with Customers and Others in Facilities Services

Unit reference number: Y/503/9633

QCF 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)
		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

Learning outcomes		Assessment criteria		Unit amplification
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
		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, during their work experience programme. 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. Role-play 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.

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 may benefit from sharing their own experiences of working as part of a team. Role-play can be used to deliver knowledge of how to respond to disagreements in a team, and reflect upon 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. 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.

Suggested resources

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

QCF 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 or 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
		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

Learning outcomes		Assessment criteria		Unit amplification
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 for an 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. This unit can be delivered in conjunction with Unit 5, Planning and Participating in Work Experience, where the learner can contextualise their learning in accordance with the organisation within which they carry out their work experience programme.

Guided learning for this unit should focus on the environmental issues affecting the organisation, 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.

Learners should be given a copy of the unit standards and given support to ensure that they understand the assessment criteria fully. 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. 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.

Suggested resources

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

Unit 5: Planning and Participating in Work Experience

Unit reference number: J/505/4015

QCF level: 2

Credit value: 6

Guided learning hours: 55

Unit aim

In this unit learners will plan and undertake a work experience placement. The unit aims to give learners the knowledge and skills needed for employment. Learners will prepare for the work placement by finding out information about the company or organisation where they will be working, and set skills and personal development goals from learning gained in the work experience placement.

Essential resources

For this unit, centres need work experience placements for their learners.

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 planning for a work experience placement	1.1	Explain how own interests inform the selected work experience placement	<ul style="list-style-type: none"> □ Own interests: e.g. working with others, being creative, music, technology, building, caring for animals □ Work experience placement within a facilities services environment □ Own expectations: job roles available; development of knowledge and skills, e.g. self-management, team working, problem solving, communication skills, communication, customer awareness
		1.2	Explain the information needed before starting the work experience placement	<ul style="list-style-type: none"> □ Sources of information: e.g. company leaflets, brochures or website, Jobcentre Plus, learners who have previously been on a work placement at the same business, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement □ Information about the placement organisation: type of company or organisation; ownership, e.g. public or private, sole trader, partnership; function, e.g. building structure maintenance, building services maintenance, equipment maintenance, grounds maintenance, space management, catering, cleaning, security □ Structure of the organisation: e.g. organisation chart, number of departments, internal and external customers, learner's place in the structure

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the importance of finding key information about the work placement	<ul style="list-style-type: none"> □ Key information: how to get to the placement; details about terms and conditions of work, e.g. hours of work, absence procedures, dress code; line manager or supervisor; seeking advice relating to work and/or colleague relationships □ Expectations of the employer: e.g. maintaining workplace values, personal presentation and hygiene, attitudes and behaviours, skills needed; allocated job role and responsibilities □ Importance: e.g. to ensure arrival on time, arrive appropriately dressed, who to seek advice from about allocated job role and tasks and skills needed

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to work appropriately in a work placement	2.1	Use the information given at induction correctly during the work experience placement	<ul style="list-style-type: none"> □ Induction: information about the organisation; work placement colleagues and roles; health and safety responsibilities e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, confidentiality
		2.2	Explain own role within the work experience placement	<ul style="list-style-type: none"> □ Own role: overview of role within organisation, e.g. provide administrative support, help colleagues, knowing extent of own responsibilities, knowing the limitations of role and responsibilities, using appropriate sources of support and guidance in difficult or emotional stress situations; how the role will develop the key competencies needed for employability e.g. self-management, team working, problem solving, communication skills
		2.3	Perform a range of tasks correctly during the work experience placement	<ul style="list-style-type: none"> □ Tasks: daily routine tasks e.g. opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work □ Following instructions: asking questions or requesting clarification if instructions or messages are unclear or confusing, consulting user guides or requesting further assistance when using a new piece of equipment □ Self-management: e.g. accepting responsibility for own tasks, being flexible, resilient, self-starting, managing time to complete tasks, solving problems by analysing situations and developing solutions
		2.4	Interact appropriately with others in the workplace	<ul style="list-style-type: none"> □ Interacting appropriately: e.g. paying attention to effective working guidelines, codes of conduct and personal reviews/appraisals in the place of work, behaving appropriately towards colleagues and customers, interacting with customers in the workplace, communicating with other colleagues, being assertive, managing time and workload to complete allocated tasks, seeking help and advice when needed from correct person

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to work safely in a work experience placement	3.1	Identify potential risks and hazards in the work experience placement	<ul style="list-style-type: none"> □ Risks: something that could cause an adverse effect, e.g. wet stairs or floor, trailing wires, loud noise, breathing in toxic substance □ Hazards: the likelihood that the risk will result in the adverse effect, e.g. slipping over on wet floor, tripping over trailing wires, loud noise resulting in hearing loss, breathing in toxic substance resulting in illness
		3.2	Apply organisational codes of practice, procedures and safety rules appropriately	<ul style="list-style-type: none"> □ Apply organisational procedures: applying procedures when carrying out the job e.g. following health and safety rules for dealing with hazardous substances, dealing with customer enquiries according to guidelines in the training manual; following the terms and conditions of the work placement; following dress codes imposed by the work placement; ensuring personal conduct follows organisational practice in upholding health and safety; locating health and safety information, e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to set realistic goals relating to the work experience placement	4.1	Explain what has been learned from the work experience placement	<ul style="list-style-type: none"> □ Learning from the work placement: e.g. knowledge of new vocational area or area of interest, confirming whether or not to work in a particular sector or industry, awareness of personal skills and knowledge, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation □ Personal skills used and gained: e.g. communication, problem solving, self-confidence, assertiveness, flexibility, positive approach □ Work skills used and gained: e.g. IT, teamwork, note taking, meeting attendance, punctuality, telephone manner, business and customer awareness, following instructions □ Reflecting on experiences gained: being ready to improve own performance based on feedback, reflective learning, e.g. reflecting on new knowledge and skills gained, identifying what went well and what could be improved; challenges faced; problems arising and how these were overcome or resolved
		4.2	Use feedback on the work placement experience to assist in making choices about a future career	<ul style="list-style-type: none"> □ Consider personal and work skills: methods, e.g. use strengths and weaknesses analysis tool, SWOT analysis, reflect on past performances and achievements □ Feedback from others: tutors, supervisors, mentors, peers
		4.3	Set goals for skills and personal development which build on learning from the work experience placement	<ul style="list-style-type: none"> □ Goal setting: goals should be realistic to placement expectation and responsibilities, SMART (specific, measurable, achievable, realistic, time-based), related to career aims □ Types of goals: short-term, long-term, personal, work-related goals, skills development, qualifications targeted

Information for tutors

Delivery

For learning outcome 1, learners will plan for their work experience placement by understanding how their interests and expectations relate to their work experience placement. They will learn what information they need before starting the placement and its importance. This unit could be delivered in conjunction with unit 1, Working in Facilities Services, to enable the learner to understand the relationship between their role and the structure of the organisation, levels of authority and its functions.

For learning outcome 2, learners will carry out a period of work experience, using the information provided at the induction to the organisation where they will carry out their placement. They will develop an understanding of their role in the placement. They will carry out a range of tasks and interact with others. This unit could also incorporate delivery of with Unit 3, Working with Customers and Others in Facilities Services, allowing the learner to demonstrate appropriate personal behaviours and to understand from practice, methods of communicating effectively, with colleagues and customer. Elements of Unit 4, Sustainability and Environmental Issues for Facilities Services, could also be delivered with this unit linking to environmental issues and legislation in facilities and their needs to use resources efficiently.

For learning outcome 3, learners will need to work safely, identifying potential risks and hazards, exploring organisational procedures and codes of practice. This could be delivered in conjunction with Unit 2, Health and Safety for Facilities Services and Unit 4, Sustainability and Environmental Issues for Facilities Services in relation to the safe disposing of waste.

For learning outcome 4, learners will review their placement, using feedback received. They will use this feedback to set goals for their personal development.

Learners will be attending different work settings for their placement experience and developing their own personal and professional work skills. This unit gives them the opportunity to learn about the structure and functions of organisations operating in the facilities sector, and to gain general employable skills that can be applied to any work situation, such as teamwork and communicating effectively. The delivery of this unit allows learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres are expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young person's study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.

- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning that tests the facilities services sector with a view to progressing to study or employment in that sector; developing employability skills such as self-management, team working, problem solving, and communication. It is considered to be good practice for a work experience placement to last for at least two weeks.

Centres and learners should work with employers in planning the work placement, including the learner's role, the tasks to be carried out and the skills that learners hope to develop.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be made between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which provides them with clear objectives.

Learners must have the opportunity to receive clear feedback at key stages of the placement with their employer and centre.

As an introduction to learning outcome 1, learners could discuss and then complete an analysis of their own interests, knowledge and skills and match them against their preferred organisation. They could include the types of roles that they hope to carry out and the knowledge and skills they aim to develop while on the placement. The tutor could then discuss the importance of knowing about the structure and function of the organisation, including the 'big picture', before focusing on individual roles and responsibilities. Learners could carry out individual research about their organisation. Information about the type of organisation, its structure and function, could be gathered from the internet, marketing brochures for the organisation, the careers office or from the employer during a pre-placement interview. Learners could then present their research to the group. This would help them appreciate the range of organisational types, structures and functions.

For learning outcome 2, a guest speaker could be invited to speak about the responsibilities of the employer and employee with regard to work experience. Learners could work in groups to analyse policies and procedures from a range of different departments and organisations. Learners need to understand the importance of workplace values and rules and before they go should have the opportunity to deal with any feelings of stress or confusion about what is expected of them at the work placement. This can be done through watching video clips of stressful workplace situations and discussing possible solutions, carrying out role play of potentially difficult situations, and talking to tutors and other learners who have been on similar work placements. This will help learners gain confidence in getting support and guidance when faced with the new experiences they encounter on work experience.

For learning outcome 3, learners could find information on health and safety and other aspects of work that apply to them. Information on health and safety can be found on the Health and Safety Executive website – www.hse.gov.uk. Tutors should demonstrate the safe use of equipment. Video clips from the web or YouTube on health and safety issues could be shown to stimulate discussion of the consequences of non-compliance. Learners could create a simple health and safety at work risk assessment, then carry out a risk assessment of the classroom. This could be followed with discussion on the rights and responsibilities of both employers and employees.

For learning outcome 4, learners will need to know and understand what SMART objectives are and be able to practise setting them for their anticipated work placement. Learners can review their objectives once they have completed their work placement and reflect on whether they achieved them. Learners can develop checklists that allow them to say when they demonstrated their skills during their work placement. Checklists could also be used to describe those aspects of the work placement experience that could have been improved.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners should give at least two examples of their own interests and explain how they have helped inform the choice of work placement.

For 1.2, learners could complete a table which gives key information about their selected work placement and stating where they obtained this information. Learners should give details on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

Assessment criterion 1.3 requires learners to explain the terms and conditions of work relevant to their work placement, and the expectations of the employer. Information could include, for example, details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures. Learners should give two reasons for the importance of finding this information before starting the placement.

For assessment criterion 2.1, learners need to demonstrate that they have used the information given at induction correctly. This could be by answering questions, by taking part in various procedures, for example evacuation, and reporting any absences correctly. Supervisors could complete a witness statement when learners have demonstrated actions related to knowledge given at induction.

Assessment criteria 2.2, 2.3 and 2.4 require learners to keep a portfolio of evidence to show the activities carried out and to demonstrate effective working practice by interacting with others. The portfolio could contain a log or diary, observation reports, witness testimonials, a reflective account of activities completed, skills learned etc. Details could cover procedures to be followed, health and safety issues, quality checking processes, for example checking work has been completed to a satisfactory standard by the line manager, timescales (if relevant). It is important that learners are able to interact positively with colleagues from a range of levels and familiarity.

To achieve assessment criterion 3.1, learners should identify at least two potential risks and two potential hazards with reasons, within their work placement.

For assessment criterion 3.2, learners must be able to apply at least two organisational procedures appropriately, with supporting evidence from an observation report or witness testimonial. For example, using IT correctly, completing forms accurately, answering telephone calls to deal with enquiries or taking messages efficiently.

For learning outcome 4, learners must present evidence of tasks undertaken during the work placement and what was learned from these tasks. For 4.1, an appraisal-style interview could be used for the assessment, supported with evidence showing that the learner has learned something new. It is not sufficient for the learner to simply write a description of an activity or task undertaken. Learners must also be able to explain how they have evidenced that they have learned something new, for example a checklist completed by the work placement supervisor, a witness statement, the practical demonstration of a new skill.

For 4.2, learners need to receive feedback from at least two appropriate people on their work experience placement. Feedback can be in written form or in the form of a discussion. Learners need to show that they are able to make a formal assessment of the value of the work they have carried out, recorded evidence must be available for external standards verification.

For 4.3, learners must demonstrate the ability to set specific, realistic goals for skills and personal development. They need to provide four goals – two short-term and two long-term SMART goals – as a result of what they have learned from their work placement. Any potential objectives written before the work placement could be reviewed and developed.

Suggested resources

www.hse.gov.uk

www.projectsmart.co.uk

www.work-experience.org

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))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

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, qualifications.pearson.com

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: qualifications.pearson.com

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