

# FM Supervisor Apprenticeship Standard (L3)

## Employer Occupational Brief

### Version Control

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## **1 Introduction**

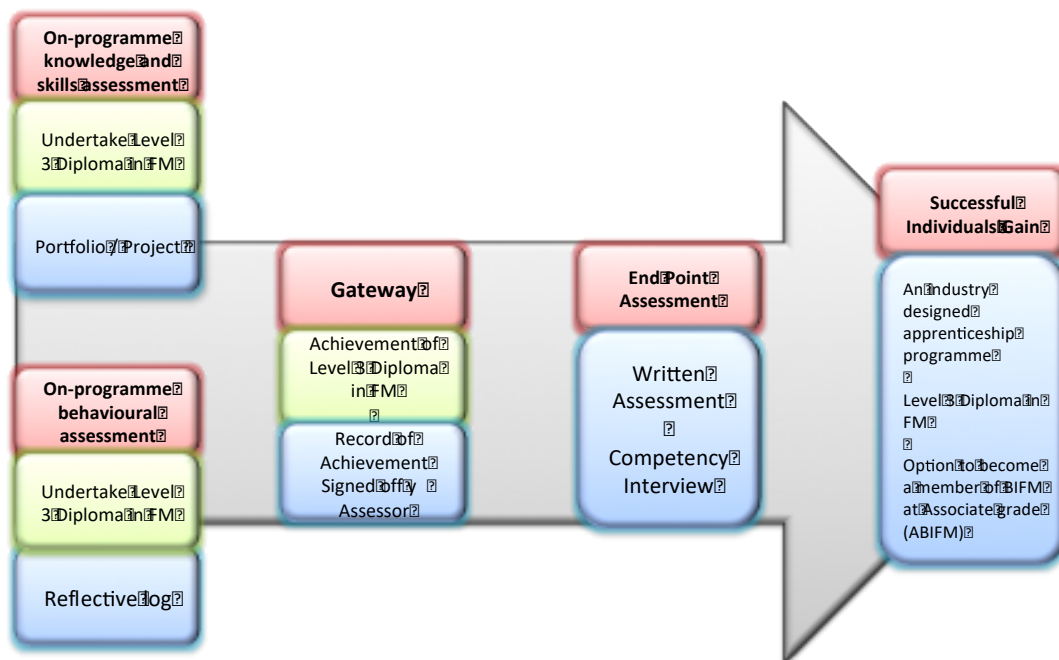
The EOB is referred to in the Assessment Plan for this standard. Its purpose is to give details about the education and training requirements of the apprenticeship programme in order to ensure clarity about the standards of learning that are required and that there is uniformity in the implementation of the programme.

This document was produced by the employer group (Trailblazer) that was established to manage the development of this standard. The Trailblazer group retains copyright of this document and will be responsible for the periodic review and revision of the document.

## **2 Role Profile**

This apprenticeship prepares an individual for supervising/managing a facilities management service, or a group of services, which can be labelled as 'hard' (estate/building management) or soft (e.g. catering/cleaning/administration/security). All apprentices will be required to supervise/manage others; to understand the contractual requirements and service delivery targets between their employing organisation and the client/customer in order to achieve service targets. The apprentice will need to develop customer service skills and be proactive in finding solutions to problems.

### 3 On-programme learning and assessment



On-programme work-based learning opportunities are provided by employers to support and prepare apprentices for their careers in FM. Assessment of these practical work-based learning opportunities is formative, providing feedback to help apprentices identify the skills they have acquired and areas for future development. In tandem with this formative assessment, apprentices will develop their knowledge and a wider insight into the FM industry.

The indicative content of the standard has been translated into a Technical Specification (detailed learning content) by the Trailblazer employer group covering the skills and knowledge requirements of the role. The detailed Technical Specifications can be found in Section 5 of this document.

Employers will need to work with training providers to develop their learning programmes, mapped to the technical specification to enable apprentices to demonstrate the knowledge, skills and behaviours prior to undertaking the end-point assessment (EPA). It is estimated that the full length of the apprenticeship

will be 18 to 24 months with the EPA to take place no later than 3 months from the end of the apprenticeship.

An accredited qualification can be used to cover the required learning and assessment to prepare the apprentice for the EPA. The achievement of the BIFM L3 Diploma in Facilities Management, equating to at least 480 hours Total Qualification Time (48 credits) is recommended as the mandatory units of the qualification cover the knowledge and skills required by the standard. If a different qualification is used, this should be mapped against the technical specification. The optional units can be used to provide additional learning and assessment required for the role, depending on employers' requirements.

The inclusion of the qualification within the apprenticeship programme will provide the apprentice with a recognized and transferable qualification.

Where a qualification is not used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard as described in this EOB.

Apprentices will receive up to two years studying membership of the British Institute of Facilities Management (BIFM) and on completion of the apprenticeship will meet the qualifying criteria for Associate Membership of the Institute. Further progress can be made post apprenticeship through the professional membership pathway which ultimately leads to recognition as a Certified Facilities Manager by the BIFM.

This membership will be free of charge if the BIFM qualification is used. However, providers will need to take BIFM membership charges into account if no qualification or a different one is used.

#### **4 Recommendations for the on-programme assessment**

It is recommended that employers implement on-programme assessments, which will be formative, to enable apprentices to demonstrate they have developed the knowledge, skills and behaviours in the workplace under working conditions before being considered for the end-point assessment.

<b>Assessment Tool</b>	<b>Coverage</b>	<b>Assessed By</b>	<b>Grading</b>	<b>Weighting</b>
Portfolio of Evidence	Knowledge, Skills & behaviours	Employers / Training Providers	N/A – formative assessment	N/A
Reflective log	Behaviours	Employers / Training		

		Providers		
Theoretical case study / project	Knowledge, skills & behaviours	Employer / Training Providers		
Functional skills English & Maths*	Knowledge	Employer / Training Providers	Pass/Unclassified	N/A

\*If required by an apprentice

#### **4.1 Portfolio of evidence**

It is highly recommended that the formative assessment includes a portfolio of evidence made up of work-based products. This is to assure candidates' competence across the various tasks in the workplace that are required to undertake the role of a Facilities Management Supervisor. The evidence generated in the workplace will be verified by a qualified assessor to ensure that it is valid and sufficient. There is no requirement for the portfolio to be graded. However, feedback will be provided to the apprentice on work-based products to help them prepare for the EPA.

The portfolio of evidence will also be used as supporting evidence for the professional discussion.

#### **4.2 Reflective Log**

The on-programme assessment should also include a reflective log which will enable an apprentice to reflect on their experience of generating the evidence for the portfolio. It will allow the assessment of an apprentice's behaviours and underpinning knowledge of the work activities. The reflective log will be developed by the employer and/or training provider and will be verified by a qualified assessor to ensure the validity and sufficiency of the evidence. It is recommended that the reflective log is not assessed formally or graded; however feedback is provided to the learner to help them prepare for the EPA.

The reflective log is designed to be a live record of the apprenticeship journey. It will be developmental, demonstrating the apprentices' progression in FM and their ability to reflect on their experiences, moving from basic reflection to critical self-reflection of their developing knowledge, skills and behaviour. Guidance will be provided to employers and providers to support apprentices in the development of their reflective skills. The reflective log may take the form of a paper document or it might be kept digitally e.g. using voice recordings and video diaries.

The reflective log will be used as supporting evidence for the EPA competency-based interview.

### **4.3 Theoretical case study / project**

Theoretical case studies/projects may be used in instances where apprentices do not have the opportunity to demonstrate the full range of competence or knowledge through real work evidence.

### **4.4 Summary Record of Achievement**

It is recommended that a Summary Record of Achievement be implemented to record and track learners' achievements through the on-programme assessment. It should link to the reflective log and take into account feedback from all parties involved in the programme i.e. employers and providers. The Record of Achievement will be agreed and signed off by the employer and provider to provide an auditable record that the apprentice has met the requirements of the standard and technical specification (skills, knowledge and behaviours). This will record the fact that the apprentice has reached a suitable standard to take the EPA.

## **5 Technical Specification**

Full competence for a Facilities Management Supervisor, Facilities Management Administrator, Facilities Management Coordinators will be demonstrated by delivery and understanding of:

1. Facilities Management within the context of the employing organization (hard FM, soft FM, total or integrated FM)
2. Management of health and safety in accordance with employing organization and client/customer requirements for the FM service they are supervising
3. Developing relationships in the workplace with colleagues from own employing organization and with employees of the customer/client to achieve service targets
4. Develop and implement risk assessment plans in accordance with the requirements for the FM service they are supervising
5. Organize and delegate day-to-day activities of staff to ensure that the FM service meets contractual requirements and service targets
6. Monitor the costs of the FM service to ensure the budget is not exceeded
7. Procure supplies for the FM service and maintain relationships with suppliers
8. Resolve customer service queries and issues in accordance with contractual requirements; monitor customer service issues in order to prevent re-occurrence
9. Solve day-to-day problems to ensure the FM service meets its service targets and contractual requirements
10. Manage the day-to-day performance of staff and contribute to their development

11. Ensure that resources (materials and equipment) are used efficiently by ensuring correct use in accordance with manufacturer's instructions
12. Take responsibility for own development of skills and knowledge

## **6 Mentoring in the workplace**

Organizations delivering this apprenticeship should nominate suitable individuals to act as mentors to apprentices. Mentors should be:

- employed by the same organization as the apprentice (ideally) at the same or a more senior level;
- occupationally competent in FM;
- up to date with FM trends and practices.

The responsibilities of mentors is as follows:

- ensuring that the apprentice complies with organizational policies and guidelines;
- providing encouragement and constructive feedback on their performance;
- identifying and enabling access to suitable learning opportunities;
- helping apprentices to develop their skills;
- acknowledging new achievements positively;
- advising on skills development;
- liaising with other assessors and mentors (where appropriate) to discuss the apprentice's progress;
- completing any necessary documentation as agreed with the employer and/or training provider e.g. records of mentoring sessions;
- reporting on an apprentice's conduct and progress to the apprentice's line manager.

Mentors and apprentices should meet at least quarterly on a one-to-one basis to review apprentices' progress and development needs. Records of these meetings should be kept in the reflective log as they may be used as evidence of apprentices' achievements against the requirements of the knowledge, skills and behaviours of the apprenticeship standard.

Mentors should be briefed on their responsibilities and sufficient time made available to them to enable them to facilitate the development of an apprentice.

Apprentices should have a formal review of their development and progress at least annually with a nominated individual within their organization. This should include confirmation that apprentices have developed both their skills and knowledge to an appropriate standard within expected timeframes. The meeting and its outcomes should be recorded and made available to apprentices' line managers.



## 7 Explanation of tables

On the pages that follow, the following codes are used:

### Key

E	Employer	P	Provider
OP	On programme	EPA	End Point Assessment
WBP	Work-based project	Ex	Examination
PD	Professional discussion	Pres	Presentation
CI	Competence-based interview	KT	Knowledge test
MCQ	Multiple choice question	SA	Short answer question

In the following tables, for each skill and knowledge outcome against which apprentices will be assessed, there is a column that indicates who will be responsible for delivering the outcome (either the employer (E) or a provider (P)).

The point at which the outcome is assessed is specified by either OP (On-Programme) or through the End Point Assessment (EPA).

For each outcome, a column indicates the method(s) of assessment that would be suitable i.e. work-based project (WBP), professional discussion (PD) or presentation (Pres).

## 8 Employer Occupational Brief

The detailed requirements for each aspect of the standard (knowledge and skills) are set out on the following pages. The behaviours are set out in section 9 of this document.

The knowledge, skills and behaviours from each of the twelve areas of the standard that must be assessed during the EPA are indicated on the following tables ("EPA" in the "Method" column).

The skills must be tested through the competency-based interview and the knowledge must be assessed through the knowledge test.

Note: EPAOs must meet or align with Ofqual's regulatory requirements for sections G, H and I:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/529394/general-conditions-of-recognition-june-2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/529394/general-conditions-of-recognition-june-2016.pdf)

## **9 Behaviours**

The behaviours that must be demonstrated through this apprenticeship are set out in section 9.

## **10 Summary of EPA components**

Throughout the body of the EOB, it is noted which aspects of the apprenticeship must be assessed on-programme and which must be assessed during the EPA. Section 10 summarizes those components that must be assessed during the EPA.

## **11 Example assessor questions (competency interview)**

Section 10 provides examples of the sort of questions that assessors will ask apprentices during the competency interview.

## **12 Grading criteria**

The grading criteria for the competency interview are set out in section 11.

## 1 Facilities Management within the context of the employing organization (hard FM, soft FM, total or integrated FM)

Apprentices will develop their knowledge and understanding of the different ways that business organizations are structured and how their functions, culture and processes affect FM. The apprentice will also gain knowledge of the definition of corporate social responsibility and sustainability and the contribution that can be made by FM. They will develop their knowledge of the potential impact of an organization's arrangements for FM on the organization's external environment

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Developed and evidenced through other areas of the standard	E	OP	WBP	1	The different ways that FM organizations are structured	P	OP	WBP
2		E	OP	WBP	2	How organizations' functions, culture and processes affect FM	P	OP EPA	WBP CI
3		E	OP	WBP	3	The definition of corporate social responsibility and sustainability and the contribution that can be made by FM	P	OP	WBP
4		E	OP	WBP	4	The potential impact of an organization's arrangements for FM on the organization's external environment	P	OP	WBP
5		E	OP	WBP	5	Current trends in FM	P	OP	WBP
6		E	OP	WBP	6	Legislation affecting FM	P	OP EPA	WBP KT (MCQ)

### Indicative content

	<b>Skills</b>		<b>Knowledge</b>
1		1	<p>The purpose, uses and users of the building</p> <p>The range of support services that are required by own organisation</p> <p>How facilities management can assist the organization in achieving its purpose</p> <p>Typical support services for which FM is responsible</p> <p>Definition of FM and the differences between FM, other support services and other core business activities</p> <p>Structure: e.g. in-house and outsourced; multi-tenanted</p>
2		2	<p>The role of FM in:</p> <ul style="list-style-type: none"> <li>• meeting end-user requirements</li> <li>• reducing costs</li> <li>• maintaining business continuity</li> <li>• ensuring legal and regulatory compliance</li> <li>• supporting corporate social responsibility</li> </ul> <p>The management of FM assets i.e. what they are (equipment, people, buildings etc) and their requirements</p> <p>Key management functions within FM</p> <p>A typical FM organization's purpose, culture, performance goals and objectives</p> <p>The possible consequences of poor and ineffective FM</p>
3		3	<p>The nature of corporate social responsibility</p> <p>Typical relationships between FM organizations and the local community</p> <p>How the standing of an organization could be enhanced with stakeholders</p>
4		4	<p>Examples of external factors that may affect FM internally e.g.</p>

			culture, types of business, location (e.g. on an estate or near a tourist attraction etc)
5		5	Potential FM trends that may benefit an organization Organizations that are considered to be FM market leaders and the reasons for this reputation Benchmarking Ways in which the profile of FM within an organization
6		6	The legislation that has an impact on FM The difference between reactive and anticipatory legal requirements

## 2 Management of health and safety in accordance with employing organization and client/customer requirements for the FM service they are supervising

Apprentices will develop their understanding of the lines of responsibility for health and safety in facilities management, and how those responsibilities can be discharged.

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Maintain healthy and safe working environments, procedures, policies and working practices	E	OP EPA	WBP CI	1	Organizational liabilities and responsibilities and the implications of legislative requirements on health and safety	P	OP EPA	WBP KT (MCQ & SA)
2	Carry out continuous reviews of the efficiency of health and safety policies and practices	E	OP	WBP	2	The purpose, role and methods of communicating with building users and staff on health and safety matters	P	OP	WBP
3	Recommend and present evidence to justify changes to facilities, procedures and the written health and safety policy to reduce or eliminate risks	E	OP	WBP	3	Specialist sources of expertise on health and safety	P	OP	WBP
4	Identify the nature, location and scope of an incident	E	OP	WBP	4	The characteristics of effective systems to monitor, measure and report on health and safety performance	P	OP EPA	WBP CI
5	Take action that is appropriate to the incident	E	OP	WBP	5	Incident management and reporting techniques and processes	P	OP	WBP
6	Report the incident in accordance with organizational requirements	E	OP	WBP					

## Indicative content

	Skills		Knowledge
1	<p>Including use of systems that monitor, measure and report on health and safety performance and assess, reduce or eliminate risks</p> <p>Including personal behaviours that set a good example to others in relation to health and safety</p> <p>Ensuring that health and safety factors are not compromised by a lack of supplies or services</p> <p>Ensuring that other staff are made aware of their health and safety responsibilities and liabilities</p>	1	<p>Legislation: including access management and inclusion</p> <p>Liabilities and responsibilities under health and safety legislation (self, team members and management and other staff)</p> <p>The purpose of access audits, access statements and access plans</p> <p>The way in which the design of services can affect their access to and use by people with different needs</p> <p>How to ensure that events and meetings are accessible to all</p> <p>Analysis the meaning of “access management and inclusion” and their implications for facilities design, procurement and the management of buildings and services</p> <p>The impact of FM service design delivery on disabled people</p>
2	<p>Identification of new risks and hazards to health and safety as they arise and taking appropriate action to reduce or eliminate the risks</p>	2	<p>The importance of suitable emergency evacuation plans</p> <p>Building users: flexibility of procedures e.g. evacuation procedures for those who are mobility-impaired</p>
3		3	<p>Specialist sources of expertise: e.g. asbestos</p>
4		4	
5	<p>e.g raising alarms, evacuation</p>	5	

### 3 Developing relationships in the workplace with colleagues from own employing organization and with employees of the customer/client to achieve service targets

The apprentice will develop their understanding of the methods to ensure that customers and other stakeholders contribute to the maintenance, and evaluation of facilities supplies and services.

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Manage stakeholder relationships to deliver agreed levels of service and meet expectations	E	OP	WBP	1	The nature and needs of different stakeholders	P	OP	WBP
2	Use FM data management information systems to provide required information to stakeholders in order to inform Service Level Agreement (SLAs) Key Performance Indicators (KPIs)	E	OP	WBP	2	Different forms of levels of service e.g. Service Level Agreements (SLAs), specifications, formal and informal contracts	P	OP	WBP
3	Identify levels of customer satisfaction and opportunities for improvement through analysis of stakeholder feedback	E	OP	WBP	3	The principles of effective communication	P	OP EPA	WBP KT (MCQ)
4	Agree KPIs with stakeholders based on the information provided to them	E	OP	WBP	4	The uses, benefits and disadvantages of different methods and channels of communication	P	OP	WBP
5	Agree and implement actions that provide added value to stakeholders in accordance with the continuous improvement plan	E	OP	WBP	5	The characteristics of effective Service Level Agreements (SLAs) Key Performance Indicators (KPIs)	P	OP EPA	WBP KT (MCQ – 2 ?s)



## Indicative content

	Skills		Knowledge
1	Who are the stakeholders and the nature of their needs Reporting to stakeholders: recognizing their different information and reporting requirements e.g. volume, type, format and timing of reports	1	The different nature and needs of stakeholders i.e.: <ul style="list-style-type: none"> <li>clients responsible for commissioning a facilities supply or service</li> <li>users of the supply or service</li> <li>other stakeholders who will be affected by the way in which the supply or service is delivered</li> </ul> Needs: e.g. information and documentation and the agreed timetable for providing this
2		2	
3		3	e.g. structure, clarity of expression, suitable for reader/audience etc The nature and benefits of active listening
4		4	Methods and channels of communication: e.g. email, letter, telephone, text etc Including stakeholder feedback (direct and indirect)
5		5	

#### 4 Develop and implement risk assessment plans in accordance with the requirements for the FM service they are supervising

Apprentices will develop their skills, knowledge and understanding of risk analysis and management

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Identify ways in which barriers and risks may be eliminated or mitigated in the delivery of services	E	OP	WBP	1	The principles of business risk management	P	OP EPA	WBP KT (MCQ & SA)
2	Identify the potential impact of a risk and the likelihood of their reoccurrence	E	OP	WBP	2	The suitability of different methods of risk management for different risks	P	OP EPA	WBP KT (MCQ & SA)
3	Carry out risk assessments in accordance with organizational requirements	E	OP	WBP	3	The principles of business continuity planning and disaster recovery and FM's role in this	P	OP	WBP
4	Evaluate the impact of an organization's Business Continuity Plan (BCP) in an area of responsibility	E	OP EPA	WBP CI	4				
5	Take action that is appropriate for and proportionate to the nature of the risk	E	OP	WBP	5				

#### Indicative content

Skills	Knowledge
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1		1	<p>All aspects of risk i.e. business, security, health and safety, business continuity etc</p> <p>Risk identification, assessment, treatment and evaluation e.g. the Five Steps to Risk Assessment</p> <p>Typical risks to the provision of facilities, and outline arrangements that can be made to maintain business continuity</p>
2		2	<p>The scope of risk management e.g. security, catering, access, health and safety, potential for disruptions to services</p>
3		3	<p>How services can be restored to ensure business can continue to operate</p> <p>The methodology to monitor and update the effectiveness of the business continuity plan</p> <p>The systems and processes that need to be in place to manage incidents, emergencies and disasters</p> <p>How incidents are managed and the principles of disaster recovery</p>
4	<p>Carry out a review of the coverage and effectiveness of a BCP</p> <p>Impact should include impact on services and manpower</p>	4	
5		5	

## 5 Organize and delegate day-to-day activities of staff to ensure that the facilities management service meets contractual requirements and service targets

Apprentices will develop their skills, knowledge and understanding of operational planning, the allocation and management of staff to deliver it

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Prepare an operational plan for their area of responsibility that aligns with the service specification	E	OP	WBP	1	The role of service level agreements (SLAs), their typical structure and content and how SLAs are used within different organizations	P	OP	WBP
2	Allocate resources to meet the service specification and operational requirements	E	OP	WBP	2	Support services provided by the FM function within their own organization and how these are delivered	P	OP	WBP
3	Evaluate the effectiveness of the operational plan against agreed Service Level Agreements (SLAs) and Key Performance Indicators (KPIs)	E	OP EPA	WBP CI	3	Various ways of providing support services to meet organizational requirements and how the quality of support services is measured and monitored	P	OP EPA	WBP KT (MCQ & SA)
4	Make recommendations for improvement that align with continuous improvement goals and which add value to the operational plan	E	OP	WBP	4	Differentiate between providing information a variety of alternative formats	P	OP	WBP
					5	The delivery requirements of the FM services being provided to the client	P	OP	WBP
					6	The requirements of the			

						operational plan and its implementation			
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### Indicative content

	Skills		Knowledge
1		1	Used within different organizations: apprentice's own; customers'; suppliers'
2		2	The organizational context that affects their area of responsibility Typical service delivery models for FM along with the advantages and disadvantages of each of these
3	Use of FM management information systems e.g. footfall, security, incident response, hard copy registers, feedback etc	3	
4		4	
5		5	
6		6	Characteristics of the continuous improvement cycle

## 6 Monitor the costs of the facilities management service to ensure the budget is not exceeded

Apprentices will develop their skills, knowledge and understanding of the responsibilities for the budget management of operational functions

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Monitor FM expenditure, taking action to avoid overspends	E	OP	WBP	1	The role of budgets and their contribution to the financial management of FM operations	P	OP EPA	WBP KT (MCQ & SA)
2	Identify the causes of budget variances	E	OP	WBP	2	The principles and processes of budget management	P	OP	WBP
3	Recommend ways in which service delivery and/or budgets could be adapted to address variances between actual and budgeted expenditure	E	OP EPA	WBP CI	3	The construction and use of standard financial reports	P	OP EPA	WBP KT (MCQ & SA)

### Indicative content

	Skills		Knowledge
1	Use of FM management information systems e.g. payroll systems, order sheets, purchase orders and invoices etc to investigate discrepancies  Action e.g. re-allocation of resources and manpower, deferment of purchases and its cost-effectiveness	1	
2	Sources of information, reports and records that enable investigation of budget variances e.g. purchase orders, invoices, manpower	2	The use, advantages and disadvantages of zero-based and incremental budgeting

	provision (rosters), stock control etc		Different sources of information used to inform the preparation of fixed asset and revenue budgets relevant to FM operations How data on income and expenditure is captured to enable timely analysis
3	<p>Appropriate options to address the variances and their costs and benefits, based on:</p> <ul style="list-style-type: none"> <li>• Possible changes to service delivery</li> <li>• Reallocation of budgets so that under-spends fund over-spends</li> <li>• Increasing the overall budget allocation</li> </ul>	3	<p>Profit and Loss, cash flow statement, balance sheets</p> <p>When variances can be attributed to changes in demand</p> <p>How to investigate variances that cannot be explained by changes in demand, including variances that could have resulted from the misuse of resources</p>

## 7 Procure supplies for the FM service and maintain relationships with suppliers

Apprentices will develop their skills, knowledge and understanding of the stages of procurement and agreement of contracts for FM services or supplies.

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Prepare a procurement plan for a service in your area of responsibility in accordance with organizational procurement policy and practices	E	OP	WBP	1	The characteristics, purpose and benefits of a procurement process and their relationship with Corporate Social Responsibility (CSR) and sustainability	P	OP	WBP
2	Draft a specification for a service or supply that meets organizational standards and requirements	E	OP	WBP	2	The features and uses of different types of contract	P	OP EPA	WBP KT (MCQ & SA)
3	Draft a contract for the provision of a service or supply in accordance with organizational requirements	E	OP	WBP	3	The difference between the procurement of supplies and the procurement of services and their implications	P	OP	WBP
4	Provide technical FM input to the procurement process in accordance with their role and organizational procurement policy and practices	E	OP EPA	WBP CI	4	The benefits and limitations of involving users and potential users in FM design and management decisions	P	OP	WBP
5					5	Good practice in ethical procurement of services and supplies	P	OP EPA	WBP KT (MCQ & SA)



## Indicative content

	Skills		Knowledge
1		1	<p>The tender process e.g. service specifications, site visits, Requests for Information (RFI), sifts, presentations, selection criteria, basis of contract award etc</p> <p>The measurement and management of contract performance – how agreed, SLAs, set reviews</p> <p>The limits of their authority in procurement matters</p> <p>CSR: consequences of inefficient energy, alternative energy sources, use of energy data for efficiency gains</p> <p>Trends in sustainability e.g. green walls and rooves</p>
2		2	<p>Types of contract e.g. TFM, single service, bundled services and their suitability in different circumstances</p> <p>Contract invalidations, terminations and penalties</p>
3	<p>Identification of Corporate Social Responsibility (CSR) issues relating to the:</p> <ul style="list-style-type: none"> <li>• procurement of facilities supplies and services</li> <li>• management of facilities supplies and services</li> </ul>	3	<p>Cost – e.g. service usually includes manpower and a reasonable notice period for improvement plans, TUPE considerations v. supplies – fit for purpose or not</p>
4	Contributing to the identification of potential suppliers and sifting of tenders	4	

## 8 Resolve customer service queries and issues in accordance with contractual requirements; monitor customer service issues in order to prevent re-occurrence

Apprentices will develop their skills, knowledge and understanding of ensuring that customers and other stakeholders contribute to the maintenance, and evaluation of facilities supplies and services

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Identify the causes of issues affecting customer satisfaction	E	OP	WBP	1	The stages of the continuous improvement cycle and their requirements	P	OP	WBP
2	Develop an action plan that addresses the cause(s) of customer dissatisfaction and which is consistent with organizational continuous improvement requirements	E	OP	WBP	2	Techniques to identify and diagnose problems	P	OP EPA	WBP KT (MCQ & SA)
3	Agree the action plan with the customer	E	OP	WBP	3	Principles of customer service	P	OP EPA	WBP KT (MCQ & SA)
4	Implement an action plan that addresses the causes within agreed budget and timescale	E	OP	WBP	4	The features of an effective action plan	P	OP EPA	WBP KT (MCQ & SA)
5		E	OP	WBP	5	The potential impact of the implementation of the action plan on the delivery of the FM operational plan	P	OP	WBP

## Indicative content

	Skills		Knowledge
1		1	e.g. Deming, Kaizen
2		2	e.g. fishbones, 5 Ws
3	Making any necessary adaptations within the limits of their responsibility, authority and budget Negotiation skills Managing expectations	3	e.g. the customer is always right, going the “extra mile”, under-promising and over-delivering Differentiating needs and expectations and techniques to manage these
4		4	Coverage, resources, budget, timescales, SMART objective setting, KPIs, briefing those involved etc
5		5	e.g. possible conflicts of interest/activity, clashing commitments and/or priorities

## 9 Solve day-to-day problems to ensure the FM service meets its service targets and contractual requirements

Apprentices will develop their skills, knowledge and understanding of solving day-to-day problems in individual service areas.

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Identify the cause(s) of problems	E	OP	WBP	1	The applicable specification, agreed levels of service and targets	P	OP	WBP
2	Take immediate action that addresses the cause(s)	E	OP EPA	WBP CI	2	The typical processes for individual FM services (e.g. cleaning, catering, security, maintenance, portage, fleet management, parking etc)	P	OP	WBP
3	Report to the right person those problems beyond their ability to solve immediately	E	OP	WBP	3	Typical problems that arise in different areas of FM	P	OP	WBP
4	Keep customers up to date with actions taken and developments	E	OP	WBP	4	Why it is important to keep customers informed and up to date	P	OP	WBP

### Indicative content

	Skills		Knowledge
1		1	
2		2	e.g. access control, record-keeping, energy efficiency, legislation, access and inclusion

3	Reporting or escalating	3	e.g. food hygiene, lack of resources, manpower issues, unlicensed officers, budget limitations, cross-contamination, balancing security requirements with practical considerations, lack of access, insurance etc
4	Inc. daily/weekly reports, incident report, accident books, verbally and in writing	4	
5		5	

## 10 Manage the day-to-day performance of staff and contribute to their development

Apprentices will develop their skills, knowledge and understanding of the motivation and management of staff

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Monitor the extent to which individuals meet organizational expectations in performance and behaviour	E	OP	WBP	1	The HR cycle and the processes that support it	P	OP	WBP
2	Identify individuals' training and development needs	E	OP	WBP	2	HR-related legislation, codes of conduct and best practice	P	OP EPA	WBP KT (MCQ & SA)
3	Agree personal development plans with individuals	E	OP	WBP	3	The principles of team building and team dynamics	P	OP	WBP
4	Provide agreed support and resources that is consistent with agreed development plans	E	OP EPA	WBP CI	4	The principles of team development	P	OP EPA	WBP KT (MCQ & SA)
5	Treat people fairly and with respect, in compliance with legislation and good practice	E	OP	WBP	5	How to set team and individual objectives to ensure the delivery of effective FM services	P	OP	WBP
6	Keep team members up to date with changes and developments	E	OP	WBP	6	Theories of leadership, management and motivation	P	OP EPA	WBP KT (MCQ & SA)

### Indicative content

	<b>Skills</b>		<b>Knowledge</b>
1		1	i.e. recruitment and selection; training and development; performance management (inc. appraisals); career management, release inc. discipline and grievance, welfare etc Organizational requirements for each process Managing change (e.g. re-structuring and communication requirements)
2	Use of performance improvement plans	2	Inc. ethical requirements, H&S, Equality and Diversity, inclusion, Data Protection, CSR and sustainability Licences to practice, mandatory qualifications, other mandatory site training
3	Inc. what the individual will do and management responsibilities in the provision of support and resources Use of constructive feedback Inc. coaching, mentoring, further training, e-learning, shadowing, projects and assignments etc	3	Tuckman, Belbin etc
4	Complying with equal opportunities and diversity principles, legislation and their implications	4	Skills gap analysis, personal development plans, appraisals, SWOT, 360 degree feedback, performance monitoring
5		5	
6	Communicating change positively	6	Inc. Herzberg Ways to motivate people e.g. recognizing achievements publicly

**11 Ensure that resources (materials and equipment) are used efficiently by ensuring correct use in accordance with manufacturer’s instructions**

Apprentices will develop their skills, knowledge and understanding of the management of FM assets and maintenance in a sustainable way

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Ensure that maintenance checks are carried out in accordance with the manufacturer’s instructions and organizational maintenance plans	E	OP	WBP	1	The typical assets for which an FM supervisor may be responsible	P	OP	WBP
2	Arrange for the repair of equipment in accordance with the manufacturer’s instructions and organizational maintenance plans	E	OP	WBP	2	The maintenance requirements of different FM assets	P	OP EPA	WBP KT (MCQ & SA)
3	Provide instructions on the correct use of materials and equipment	E	OP	WBP	3	The potential consequences of inefficient energy use	P	OP EPA	WBP KT (SA)
4	Confirm that people use materials and equipment correctly	E	OP	WBP	4	Sources of energy and their suitability for use by an organization	P	OP	WBP
5	Evaluate the effects of external trends and internal initiatives to improve efficiency in FM	E	OP	WBP	5	Trends and practices that support sustainability in FM	P	OP EPA	WBP CI
6	Adopt sustainable practices in accordance with organizational policy and practices	E	OP EPA	WBP CI					



## Indicative content

	<b>Skills</b>		<b>Knowledge</b>
1	Preventative, reactive and condition-based	1	e.g. mechanical or electrical plant, buildings, building fabric, car parks, landscapes etc
2		2	The use of condition surveys Inc. building fabric, mechanical and electrical plant
3		3	Implications for cost-effectiveness and sustainability
4	e.g. electrical equipment, use of PPE, adherence to risk assessments Audits, training matrices, publication of notices, signage	4	Energy sources: e.g. gas, electricity, water, wind, solar power, natural gas and others and their associated sustainability issues Common terms associated with sustainability e.g. carbon footprint, 'going green', recycling, etc
5	e.g. CSR and sustainability	5	e.g. utilities, fuel, equipment, consumables, procurement practices (e.g. buying locally), living walls and rooves
6	e.g. use of sensor lighting, taps, use of water etc	6	

## 12 Take responsibility for own development of skills and knowledge

Apprentices will develop their skills, knowledge and understanding of continuous professional development

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
1	Monitor the extent to which they meet organizational expectations in performance and behaviour	E	OP	WBP	1	Personal responsibility for their own development	P	OP	WBP
2	Identify their own personal and professional development needs, using a range of information sources	E	OP	WBP	2	The role of feedback to determine development needs	P	OP	WBP
3	Agree a Personal Development Plan (PDP) that sets out SMART objectives, timescales and resources	E	OP EPA	WBP CI	3	The impact of personal behaviour on performance, communication, working relationships and career progression	P	OP EPA	WBP CI
4	Implement the PDP in accordance with the agreed process	E	OP	WBP	4	The suitability of different forms of intervention for different types of development needs	P	OP	WBP
5	Use professional networks to further their personal and professional development	E	OP	WBP	5		P	OP	WBP
6	Maintain the currency of their knowledge and skills	E	OP	WBP	6				

### Indicative content

	<b>Skills</b>		<b>Knowledge</b>
1		1	
2	e.g. skills gap analysis, self-assessment against standards, role requirements, behavioural competency frameworks, qualifications specifications, appraisal discussions, third party feedback, personal SWOT analysis, self-reflection, CPD etc	2	Sources of feedback inc. customers/clients, colleagues, line manager, other stakeholders
3	Role of the line manager in agreeing and committing to an individual's PDP, investment/resources, review processes etc	3	The impact of your actions on others Unconscious bias / E&D
4		4	e.g. training, coaching, practice, mentoring, job swaps, projects, reading etc
5	e.g. membership of professional bodies, conferences, seminars etc	5	
6	e.g. reading professional journals, research, attending conferences, undertaking training, webinars etc	6	

## 9 Behaviours

### Core Behavioural Competencies

The standard also defines the core behavioural competencies.

**Analytical:** Systematic in their approach to understanding a problem

#### A person with these qualities ...

- takes time to examine a problem or issue
- considers a problem from all angles
- identifies the root cause of a problem
- breaks down a problem into its constituent parts
- applies tools and techniques that are appropriate to the problem
- develops a range of possible solutions that address the problem and its likely consequences
- identifies the advantages, disadvantages and requirements of each solution, recommending the most practical one
- acknowledges when further information or advice is needed

#### A person without these qualities ...

- rushes into it without due consideration
- takes a limited, incomplete view of the issue
- does not disaggregate the different aspects of a problem
- chooses tools and techniques that are inappropriate to the nature of the problem
- develops incomplete, inappropriate, unworkable or unviable solutions
- fails to address the broader implications and possible consequences of a problem
- fails to ask for further information or expert advice when needed

**Customer Focused:** Considerate of the needs of users and stakeholders

#### A person with this quality ...

- takes trouble to find out customers' needs, expectations and motivations and to discover what the organization could provide
- identifies current needs and anticipates the changing needs of different kinds of internal and external customers
- devises solutions that demonstrably meet customers' needs
- makes every effort to ensure that customers receive a quality service
- establishes a rapport with customers by adopting a professional and knowledgeable attitude
- does not promise what they cannot deliver
- manages customers' expectations positively and quickly by providing alternative solutions
- follows up to ensure that customers receive what they need
- keeps customers informed of progress and developments

**A person without this quality ...**

- does not take the trouble to identify the customer's needs accurately
- misunderstands or misinterprets customer needs
- does not put themselves in the customer's place and describes features instead of benefits
- makes minimum effort to meet customers' stated needs or gives wrong or inappropriate information
- ignores customer complaints and does not act on customer feedback
- raises false expectations or gives inappropriate advice
- does not understand the need to make every effort possible to help customers

**Collaborative:** Able to work as part of a team and with a wide variety of stakeholders

**A person with this quality ...**

- contributes actively to meetings and group activities
- takes others' opinions and advice into account when making decisions
- seeks to understand people's agenda, interests and concerns
- encourages a culture of collective responsibility and shares resources, ideas and experiences
- forges internal and external partnerships likely to lead to business improvements
- builds consensus and seeks to find common ground
- negotiates compromises and takes action to reduce friction and conflict
- acts as a diplomatic ambassador of their organization

**A person without this quality ...**

- is openly hostile or inconsiderate of others' position and/or ideas
- is not "present in the moment"
- fails to consult others
- approaches work in isolation
- proposes solutions that would benefit themselves only
- is unwilling to reach agreement and make commitments to joint endeavours
- fails to share information and does not respond to others' communications
- causes ambiguity and leaves people wondering

**Effective communicator:** Ability to build relationships based on common understanding

**A person with these qualities ...**

- listens to all stakeholders and interprets messages accurately
- confirms their understanding of speakers' meaning
- plans what they will say before speaking or writing
- provides timely and constructive feedback to stakeholders
- chooses words and expressions that are appropriate to the audience/readership

- uses communication channels that are appropriate to the situation
- uses correct grammar and syntax
- uses their understanding of others to enhance their style of communication
- captures others' interest and influences them by using tone, pitch, a convincing, persuasive style and body language to enhance their message

**A person without these qualities ...**

- does not pick up on or ignores speakers'/readers' cues, verbal or non-verbal signals
- engages their mouth before their brain
- confuses people by using jargon or slang, giving too much or too little information or communicates in a way that others cannot readily understand
- uses inappropriate or condescending language
- fails to provide timely or constructive feedback
- keeps information to themselves
- bores people with a flat, uninspiring delivery
- produces informal, muddled or rambling written work
- does not make their meaning crystal clear

**Flexible:** Capable of adapting to changing circumstances and expectations

**A person with this quality ...**

- sees problems and challenges as opportunities
- takes a holistic view continuously to business improvement
- seeks inspiration for improvement from strengths and weaknesses alike
- adopts an agile approach to adapting to changing environments
- responds positively to imposed change
- is willing to listen to and try out new ideas
- challenges the status quo and does not accept mediocrity

**A person without this quality ...**

- is inflexible, unwilling to take risks, accept faults or learn lessons
- focuses on individual aspects of work on an intermittent basis
- says "no" without looking at the options
- resists change and denigrates or discourages others' suggestions
- sees problems as insurmountable obstacles
- attempts to maintain the status quo
- accepts the "good enough"
- fails to analyse lessons to be learned from successes and failures

**Honest:** Truthful in the dealings with stakeholders

**A person with this quality ...**

- encourages high standards of socially responsible and sustainable activity
- takes decisions and actions that maintain standards of financial probity
- exemplifies professional standards of conduct
- reflects on their behaviour and adapts it to suit the situation
- manages the impact of their behaviour to positive effect
- does not cut corners or jeopardize the wellbeing of others
- maintains consistently high standards of loyalty, honesty and commitment
- does the right thing rather than what is convenient or popular
- takes pride in their work
- stands by their decisions and principles even in the face of opposition or threats
- admits mistakes and weaknesses and acts of them
- follows work through to the end and fulfils their responsibilities and promises

**A person without this quality...**

- fails to accept responsibility for their actions and decisions
- behaves in a reckless, irresponsible or unsustainable way
- covers up mistakes, blames others for problems and passes the buck
- is inflexible in their behaviour and dealings with others
- fails to reflect on their behaviour
- is too busy defending their own actions to consider the impact of their behaviour on others
- changes the message when challenged
- allows their personal opinions or interests to colour their judgment
- seeks personal gain at the expense of others
- takes shortcuts and unacceptable risks

**Methodical:** Detailed in the way they go about their work

**A person with these qualities ...**

- approaches work in an orderly way
- breaks work down into manageable chunks
- plans their work logically and sequentially, identifying problems and interdependencies
- attends to detail and checks their work
- balances competing priorities
- organizes their time to optimum effect
- substantiates conclusions and recommendations with evidence

**A person without these qualities ...**

- produces sketchy and slapdash work

- fails to think things through or make connections
- presents work or ideas in an illogical way or incorrectly sequenced
- squanders their time
- fails to produce evidence to back up their stance



## 10 Summary of EPA components

This section summarizes those aspects of the apprenticeship standard that must be assessed during the EPA by the EPAO organization. The knowledge must be assessed by either multiple-choice question (MCQ) and/or short answer question (SA) although, on occasions, it will be assessed through the competency interview as indicated below. The skills and behaviours must be assessed by the competency interview. This section also lists the method that must be used to assess apprentices.

### 1 Facilities Management within the context of the employing organization (hard FM, soft FM, total or integrated FM)

Skills: the apprentice will be able to:		Knowledge: the apprentice will need to know and understand:		
	Method		Method	
		2	How organizations' functions, culture and processes affect FM	CI
		6	Legislation affecting FM	KT (MCQ)

### 2 Management of health and safety in accordance with employing organization and client/customer requirements for the FM service they are supervising

Skills: the apprentice will be able to:		Knowledge: the apprentice will need to know and understand:		
	Method		Method	
1	Maintain healthy and safe working environments, procedures, policies and working practices	1	Organizational liabilities and responsibilities and the implications of legislative requirements on health and safety	KT (MCQ & SA)
		4	The characteristics of effective systems to monitor, measure and report on health and safety performance	CI

### 3 Developing relationships in the workplace with colleagues from own employing organization and with employees of the customer/client to achieve service targets

Skills: the apprentice will be able to:		Knowledge: the apprentice will need to know and understand:	
	Method		Method

			3	The principles of effective communication	KT (MCQ)
			5	The characteristics of effective Service Level Agreements (SLAs) Key Performance Indicators (KPIs)	KT (MCQ - 2 ?s)

**4 Develop and implement risk assessment plans in accordance with the requirements for the FM service they are supervising**

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
4	Evaluate the impact of an organization's Business Continuity Plan (BCP) in an area of responsibility	CI	1	The principles of business risk management	KT (MCQ & SA)
			2	The suitability of different methods of risk management for different risks	KT (MCQ & SA)

**5 Organize and delegate day-to-day activities of staff to ensure that the facilities management service meets contractual requirements and service targets**

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
3	Evaluate the effectiveness of the operational plan against agreed Service Level Agreements (SLAs) and Key Performance Indicators (KPIs)	CI	3	Various ways of providing support services to meet organizational requirements and how the quality of support services is measured and monitored	KT (MCQ & SA)

**6 Monitor the costs of the facilities management service to ensure the budget is not exceeded**

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
3	Recommend ways in which service delivery and/or	CI	1	The role of budgets and their contribution to the	KT (MCQ &

	budgets could be adapted to address variances between actual and budgeted expenditure			financial management of FM operations	SA)
			3	The construction and use of standard financial reports	KT (MCQ & SA)

**7 Procure supplies for the FM service and maintain relationships with suppliers**

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
4	Provide technical FM input to the procurement process in accordance with their role and organizational procurement policy and practices	CI	2	The features and uses of different types of contract	KT (MCQ & SA)
			5	Good practice in ethical procurement of services and supplies	KT (MCQ & SA)

**8 Resolve customer service queries and issues in accordance with contractual requirements; monitor customer service issues in order to prevent re-occurrence**

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
			2	Techniques to identify and diagnose problems	KT (MCQ & SA)
			3	Principles of customer service	KT (MCQ & SA)
			4	The features of an effective action plan	KT (MCQ & SA)

**9 Solve day-to-day problems to ensure the FM service meets its service targets and contractual requirements**

<b>Skills: the apprentice will be able to:</b>		<b>Knowledge: the apprentice will need to know and understand:</b>			
		<b>Method</b>			<b>Method</b>
2	Take immediate action that addresses the cause(s)	CI			

**10 Manage the day-to-day performance of staff and contribute to their development**

<b>Skills: the apprentice will be able to:</b>		<b>Knowledge: the apprentice will need to know and understand:</b>			
		<b>Method</b>			<b>Method</b>
4	Provide agreed support and resources that is consistent with agreed development plans	CI	2	HR-related legislation, codes of conduct and best practice	KT (MCQ & SA)
			4	The principles of team development	KT (MCQ & SA)
			6	Theories of leadership, management and motivation	KT (MCQ & SA)

**11 Ensure that resources (materials and equipment) are used efficiently by ensuring correct use in accordance with manufacturer’s instructions**

<b>Skills: the apprentice will be able to:</b>			<b>Knowledge: the apprentice will need to know and understand:</b>		
		<b>Method</b>			<b>Method</b>
6	Adopt sustainable practices in accordance with organizational policy and practices	CI	2	The maintenance requirements of different FM assets	KT (MCQ & SA)
			3	The potential consequences of inefficient energy use	KT (SA)
			5	Trends and practices that support sustainability in FM	CI

**12 Take responsibility for own development of skills and knowledge**

<b>Skills: the apprentice will be able to:</b>			<b>Knowledge: the apprentice will need to know and understand:</b>		
		<b>Method</b>			<b>Method</b>
3	Agree a Personal Development Plan (PDP) that sets out SMART objectives, timescales and resources	CI	3	The impact of personal behaviour on performance, communication, working relationships and career progression	CI

## 9 Behaviours

Apprentices must display the behaviours specified in the apprenticeship standard i.e.:

- **Analytical:** Systematic in their approach to understanding a problem
- **Customer Focused:** Considerate of the needs of users and stakeholders
- **Collaborative:** Able to work as part of a team and with a wide variety of stakeholders
- **Effective communicator:** Ability to build relationships based on common understanding
- **Flexible:** Capable of adapting to changing circumstances and expectations
- **Honest:** Truthful in the dealings with stakeholders
- **Methodical:** Detailed in the way they go about their work

These will be assessed through the competency interview. An example of this is set out in section 10.

## 11 Example assessor question (competency interview)

What follows are examples of the sort of question that assessors will ask apprentices during the competency interview. In responding to the question (column 2), apprentices will be demonstrating the behaviours listed in column 3.

### 1. Management of health and safety in accordance with employing organization and client/customer requirements for the FM service they are supervising

1 EOB Reference		2 Competency Interview Question	3 Core Behaviour Competencies
Skill	Know		
1		Maintain healthy and safe working environments, procedures, policies and working practices	Describe how your personal behaviours set an example to others in ensuring a safe and healthy work environment?
			Collaborative: eg <ul style="list-style-type: none"> <li>Encourages a culture of collective responsibility and shares resources, ideas and experiences</li> </ul> Honest: eg <ul style="list-style-type: none"> <li>Exemplifies professional standards of conduct</li> <li>Reflects on their behaviour and adapts it to suit the situation</li> <li>Manages the impact of their behaviour to positive effect</li> <li>Does not cut corners or jeopardize the wellbeing of others</li> </ul>



## 12 Grading criteria (competency interview)

Level	Failure criteria	Pass criteria	Distinction criteria
Level 3	<b>Candidates who fail:</b>	<b>To achieve a pass grade (70% - 89%) candidates must:</b>	<b>To achieve a distinction grade (90%+) candidates must:</b>
	<ul style="list-style-type: none"> <li>• have major weaknesses or have not fulfilled the requirements of the apprenticeship</li> <li>• provide wholly descriptive answers with no interpretation or evaluation</li> <li>• supply little or no evidence of the application of theory</li> <li>• write or speak in a poor standard of presentation, grammar, spelling, use of English</li> <li>• express themselves in a way that lacks a coherent structure</li> <li>• do not justify recommendations or conclusions with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• meet the requirements of the apprenticeship</li> <li>• demonstrate an awareness and understanding of issues in facilities management (FM)</li> <li>• analyse information logically</li> <li>• apply theory that is relevant to the matter in question</li> <li>• use or reference basic research and investigative techniques</li> <li>• express themselves in a way that is clear and logical</li> <li>• justify recommendations and conclusions with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• exceed the requirements of the apprenticeship</li> <li>• demonstrate an in-depth understanding and knowledge of relevant issues and their implications</li> <li>• interpret and evaluate information, concepts and models logically and objectively</li> <li>• apply a range of theories in different contexts</li> <li>• use or reference a range of research and investigative techniques to solve problems</li> <li>• express themselves in a way that is clear, well-structured and coherent, with sources clearly referenced</li> <li>• present well-argued conclusions or recommendations</li> </ul>