

# Facilities Services Operative Apprenticeship Standard (L2) Employer Occupational Brief

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## **1 Introduction**

The purpose of the Employer Occupational Brief (EOB) 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 the facilities management (FM) industry both in the "supplier" side (i.e. those companies that supply FM services to their customers) and the "client" side (i.e. the recipients of those contracted FM services). However, it may be that some organizations fulfill the functions of both client and supplier.

The broad purpose of the occupation is to provide facilities services support to customers and FM departments that provide a wide range of FM services. This may include provision of services within security, maintenance and engineering, cleaning, catering, front-of-house and logistics.

The FM industry covers a wide range of industry sub-sectors. Therefore, typically, this role could be found working in a range of environments e.g. in an office and/or on-site, for example, in residential developments and commercial properties, hospitals, schools or retail centres and industrial locations.

Beyond their immediate team, Facilities Services Operatives (FSOs) liaise with colleagues in other departments (e.g. Finance, Procurement/Commercial) and collaborates with technical experts and other FM-related roles such as security personnel, cleaners, catering and front-of-house staff. This is an outward-facing role where liaison with customers is a key priority and forms a major part of the role.

An employee in this occupation will be responsible for fulfilling the duties listed below in compliance with legislation and organizational policies and procedures. In their daily work, an employee in this occupation interacts with colleagues within the FM department and reports to the FM Supervisor.

### **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 typically be 12 months with the EPA to take place no later than 1 month from the end of the apprenticeship.

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

As a benefit, apprentices registering onto an IWFM qualification will receive one year's studying membership of the Institute of Workplace and Facilities Management (IWFM) at Affiliate grade and, on completion of the apprenticeship will meet the academic 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 IWFM.

### **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 (including a record of on-programme learning and performance)	Knowledge, skills & behaviours	Employers / Training Providers	N/A – formative assessment	N/A
Functional skills English & Maths*	Knowledge	Employer / Training Providers	Pass/Unclassified	N/A

\*If required by an apprentice

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

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 Services Operative, 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.

The portfolio for the on-programme assessment should also include a record of on-programme learning and performance which will enable an apprentice to reflect on their experience of generating the evidence for the portfolio. This record will be developed by the apprentice with guidance from the employer. The record of on-programme learning and performance must not be assessed formally or graded; however, feedback should be provided to the learner to help them prepare for the EPA.

The record of on-programme learning and performance is designed to be a live record of the apprenticeship journey. It is developmental, demonstrating the apprentice's 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 record of on-programme learning and performance may take the form of a paper document or it might be kept digitally e.g. using voice recordings and video diaries.

The employer must sign off the portfolio, thereby authenticating it as the apprentice's own work and that it is complete.

## **4.2 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 record of on-programme learning and performance 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 Services Operative will be demonstrated by delivery and understanding of:

1. supporting the delivery of the responsibilities of the Facilities Services function in complying with health and safety and other legislation and organizational policies and procedures
2. addressing FM-related risks, hazards and threats to people, property and premises
3. providing customer service to internal and external FM customers to ensure the effective delivery of a range of facilities services
4. supporting good sustainable practice in FM
5. maintaining soft FM services
6. gathering FM-related information for continuous improvement purposes
7. delivering front-of-house services
8. supporting hard FM functions
9. maintaining and developing competence in the FM industry/sector
10. supporting the delivery of FM projects.

## **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:

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- 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;
- ensuring that apprentices keep to schedule with projects and other work that needs to be completed for their apprenticeship;
- 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 record of on-programme learning and performance 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
O	Observation and follow up Q&A	MCQ	Multiple choice question
PD	Professional discussion	PO	Portfolio

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. observation and follow up question and answer and multiple-choice question test.

## **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 ten areas of the standard that must be assessed during the EPA are indicated on the following tables ("EPA" in the "Method" column).

The skills and behaviours must be tested through the observation and follow up questions and the knowledge must be assessed through the multiple-choice question 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 Grading criteria**

The grading criteria for the observation and professional discussion are set out in section 11.



## 1 Support the delivery of the responsibilities of the Facilities Services function in complying with health and safety and other legislation and organizational policies and procedures

Apprentices will develop their skills, knowledge and understanding of complying with health and safety and other legislation and organizational policies and procedures

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S1.1	Comply with relevant health, safety and environmental legislation (Health and Safety at Work etc Act 1974) e.g. logging incidents, posting/distributing health and safety notices, checking fire extinguishers, fire alarms, confirming that checks have been carried out, use of PPE	E	OP EPA	OP O EPA O, PD	K1.1	Legislative requirements and responsibilities relating to health and safety, access & inclusion, manual handling, working at heights, hazardous substances (COSHH), reporting of injuries, diseases etc (RIDDOR)	P	OP EPA	OP MCQ EPA MCQ
S1.2	Comply with other relevant legislation e.g. food safety, employment rights and responsibilities, data protection, equality, diversity and inclusion	E	OP	OP O	K1.2	Other legislative requirements and responsibilities e.g. food safety, employment rights and responsibilities, data protection, equality	P	OP	OP MCQ
S1.3	Comply with standard operating procedures (SOPs) e.g. permits to work, contractor risk assessments, safe systems of work, site inductions	E	OP	OP O	K1.3	The distinctions between Hard FM (maintenance), Soft FM (services), Total or Integrated FM and its contribution to an organization	P	OP	OP MCQ
S1.4	Carry out health and safety checks in accordance with SOPs	E	OP	OP O	K1.4	The roles and responsibilities of FM technical experts (e.g. contractors, engineers, surveyors etc)	P	OP	OP MCQ

S1.5	Report the findings of health and safety checks in accordance with SOPs	E	OP	OP PD	K1.5	The roles and responsibilities of those within the FM reporting structure	P	OP EPA	OP MCQ EPA MCQ
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## Indicative content

	Skills		Knowledge
S1.1	e.g. logging incidents, posting/distributing health and safety notices, checking fire extinguishers, fire alarms, confirming that checks have been carried out, use of PPE	K1.1	Health and safety, access & inclusion, manual handling, working at heights, hazardous substances (COSHH), reporting of injuries, diseases etc (RIDDOR)
S1.2		K1.2	e.g. food safety, employment rights and responsibilities, data protection, equality, diversity and inclusion, security licence requirements Use of method statements
S1.3	Contractor risk assessments, safe systems of work, site inductions Typical organizational processes for issuing permits to work, the factors to be taken into account and the limits of their authority	K1.3	Characteristics and difference between Hard FM (infrastructure), Soft FM (services), Total or Integrated FM Organizational mission, vision and objectives and how Hard FM (infrastructure), Soft FM (services), Total or Integrated FM relate to these and typical organizational structures The difference between in-house and outsourcing
S1.4	e.g. floor walks, patrols (internal and external), plant room checks, dynamic risk assessments	K1.4	e.g. contractors, engineers, surveyors, Health and Safety Managers, the HR function
S1.5	Typical organizational reporting processes e.g. handwritten reports, checklists, electronic reporting, accident books, escalation process	K1.5	Typical FM structures within an organization

## 2 Address FM-related risks, hazards and threats to people, property and premises

Apprentices will develop their skills, knowledge and understanding of addressing FM-related risks, hazards and threats to people, property and premises

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S2.1	Identify risks, hazards and threats to people, property and premises in accordance with SOPs	E	OP	OP O	K2.1	HSE Five steps to risk assessment	P	OP	OP MCQ
S2.2	Act on the findings of health and safety checks in accordance with SOPs	E	OP	OP O	K2.2	The requirements of the emergency and evacuation procedures	P	OP	OP MCQ
S2.3	Implement site emergency and evacuation procedures in accordance with SOPs	E	OP	OP O	K2.3	Good practice in risk management in the FM industry e.g. security, access and inclusion	P	OP EPA	OP MCQ EPA MCQ
S2.4	Report on the actions taken in accordance with SOPs	E	OP	OP PD	K2.4	The limits of their personal authority and competence	P	OP	OP MCQ
					K2.5	Risk-related information requirements and those of the FM risk register	P	OP	OP MCQ

### Indicative content

	Skills		Knowledge
S2.1		K2.1	Links to safe working practices

S2.2		K2.2	<p>Fire, flood, terrorist activity, bomb threats, unauthorized access, power cuts, system failure</p> <p>Their responsibilities within the Business Continuity Plan (BCP) depending on the nature of the emergency</p>
S2.3	e.g. acting as emergency evacuation marshal, submitting evacuation plans and reports/audits	K2.3	<p>Good practice in risk management e.g. security, access and inclusion, identifying any limitations in the area in which they work that may affect the Equality Act 2010 and require adjustments</p> <p>Identifying the surrounding area and how risks outside the workplace may have an impact on their work and their organization</p> <p>Identifying hostile reconnaissance</p>
S2.4		K2.4	The importance of operating within specified limits of authority
		K2.5	<p>Incident reporting process, H&amp;S, security, daily occurrence book, safe working practices, how to log and report incidents</p> <p>The importance of an audit trail</p> <p>How the information is used e.g. identifying trends and patterns</p> <p>Typical features and uses of an FM risk register (what is needed, how information should be recorded and how it is used)</p>

### 3 Provide customer service to internal and external FM customers to ensure the effective delivery of a range of facilities services

Apprentices will develop their skills, knowledge and understanding of providing customer service to internal and external FM customers

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S3.1	Collaborate with other colleagues (e.g. security officers, cleaning operatives, receptionists, engineers and catering staff) in accordance with SOPs	E	OP	OP O	K3.1	The features and purpose of effective customer service	P	OP EPA	OP MCQ EPA MCQ
S3.2	Respond to customers' queries and incidents in accordance with SOPs	E	OP EPA	OP O EPA PD	K3.2	The functioning of FM services and their interrelationships	P	OP	OP MCQ
S3.3	Take action that is appropriate to the nature of the FM query (e.g. clarifying straightforward contractual/SLA queries, referrals/escalation)	E	OP	OP O	K3.3	The range of FM contracts and Service Level Agreements (SLAs) including customers' performance standards	P	OP EPA	OP MCQ EPA MCQ
S3.4	Deal with complaints in accordance with SOPs	E	OP	OP PD	K3.4	The role of customer feedback in providing customer service	P	OP	OP MCQ
S3.5	Keep customers informed of developments, issues and delays in accordance with SOPs	E	OP	OP PD	K3.5	How the requirements of the contract/SLA with the customer is used to manage their expectations	P	OP	OP MCQ
					K3.6	The features of a complaints procedure and typical timescales	P	OP EPA	OP MCQ EPA MCQ

					K3.7	The purpose of keeping customers informed of developments, issues and delays	P	OP	OP MCQ
					K3.8	How innovation and change can support good customer relationships	P	OP EPA	OP MCQ EPA MCQ

### Indicative content

	Skills		Knowledge
S3.1	e.g. security officers, cleaning operatives, receptionists, engineers and catering staff	K3.1	Principles and importance of customer service, organizational policy and standards, who is an organization's customer and their needs Difference between needs and expectations Balancing health and safety and security with customer satisfaction The impact of good and poor customer service on an organization's reputation
S3.2		K3.2	Collaboration and communication between different facilities services departments (soft and hard) to achieve organizational FM objectives
S3.3	e.g. clarifying straightforward contractual/SLA queries, referrals/escalation	K3.3	Contracts: TFM, in-house, outsourced, single service SLAs: according to individual FM service requirements KPIs that support contracts and SLAs and which are marked on a regular basis to confirm that customers' performance standards have been met
S3.4	The limits of their authority	K3.4	The features and purpose of a complaints process and how this can be used to enhance customer service

S3.5		K3.5	Use of in-house data to manage relationships with customers in line with SLA requirements
		K3.6	Typical requirements e.g. customer service policy, acknowledgements, resolutions, timescales
		K3.7	
		K3.8	

#### 4 Support good sustainable practice in FM

Apprentices will develop their skills, knowledge and understanding of supporting good sustainable practice in FM

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S4.1	Apply policies in sustainability and corporate social responsibility in accordance with SOPs	E	OP	OP O, PD	K4.1	Customers' and organizational corporate social responsibility and sustainability policies and requirements e.g. environmentally-friendly initiatives; "People, Planet, Profit"	P	OP	OP MCQ
S4.2	Identify areas for improvements to corporate social responsibility performance in accordance with SOPs	E	OP EPA	OP O, PD EPA PD	K4.2	The contribution of FM to support sustainability (good practice, profitability, cost-savings, quality enhancements)	P	OP EPA	OP MCQ EPA MCQ
S4.3	Make practicable suggestions for improvements to corporate social responsibility performance in accordance with SOPs	E	OP	OP PD	K4.3	Trends in FM of sustainable practice e.g. well-being, safeguarding	P	OP EPA	OP MCQ EPA MCQ

#### Indicative content

	Skills		Knowledge
S4.1		K4.1	3 pillars of sustainability: economic, environmental and social (AKA profits, planet and people) e.g. environmentally-friendly initiatives; "People, Planet, Profit" The meaning and scope of terms used e.g. "carbon footprint", "going green", "greenhouse gases", "fossil fuels", "alternative energy sources", "renewable energy", "sustainability", "CSR"



			<p>The way in which organizational sustainability and CSR policies affect their role</p> <p>The legal responsibility to provide a safe environment and legal ramifications if they do not such as fines and/or jail</p>
S4.2		K4.2	<p>Food practice, profitability, cost-savings, quality enhancements e.g. analysis of building occupation against desk usage, invoice comparison, monitoring waste and potential for waste reduction and how this affects profitability</p> <p>Good practice in communication in changes of policy e.g. requirement for the use of stairs, implementation of recycling requirements</p>
S4.3	The factors to be taken into account when calculating the cost and value or potential outcome of recommendations	K4.3	e.g. well-being, safeguarding, workforce working methods e.g. agile working, living walls and green rooves

## 5 Maintain soft FM services

Apprentices will develop their skills, knowledge and understanding of maintaining FM operations and services

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S5.1	Operate the stock management system in accordance with SOPs e.g. stock checking, replenishment, stock ordering	E	OP	OP O	K5.1	The contribution of soft FM services to an organization (value to customers, profitability, cost-savings, quality enhancements)	P	OP	OP MCQ
S5.2	Confirm the correct functioning of equipment used to deliver services in accordance with SOPs (e.g. franking machines, reprographics equipment, vending machines, catering trolleys, radios, walkie-talkies etc)	E	OP EPA	OP O EPA O	K5.2	The factors to be taken into account in costing the delivery of an FM service	P	OP EPA	OP MCQ EPA MCQ
S5.3	Report the findings of equipment inspections in accordance with SOPs	E	OP EPA	OP PD EPA PD	K5.3	The features of a Service Level Agreement (SLA)	P	OP EPA	OP MCQ EPA MCQ
S5.4	Carry out quality assurance checks in accordance with SOPs to ensure that FM services are delivered to the required standard	E	OP	OP PD	K5.4	How to report inefficiencies and defects and suggest improvements	P	OP	OP MCQ
S5.5	Deal with feedback or escalate issues beyond their level of authority in accordance with SOPs	E	OP EPA	OP PD EPA PD	K5.5	The impact of feedback in a service industry	P	OP	OP MCQ
					K5.6	The requirements of relevant standard operating procedures (SOPs)	P	OP	OP MCQ

## Indicative content

	Skills		Knowledge
S5.1	e.g. stock checking, replenishment, stock ordering The uses and importance of stock control records (ordering supplies, identifying pilfering, identifying unused/excess products) Paper-based and electronic systems	K5.1	Value to customers, profitability, cost-savings, quality enhancements e.g. security, cleaning, catering, front-of-house, mail room and portorage, concierge The way in which service innovation and expertise can have an impact on organizational reputation Tools that ensure value for money and meet the needs of the business and the flexibility of suppliers
S5.2		K5.2	Balancing the needs of the customer and the value of the contract The implications of low profit margins on an FM contract/organization e.g. Carillion, controlling expenditure such as uniforms over time whilst ensuring compliance with requirements, manpower/overtime costs e.g. costs relating to: outsourced charge-out rates; purchase of products; equipment and services needed to deliver an FM service
S5.3		K5.3	The procurement process and specification and the way in which this informs the SLA The way in which the SLA affects their own role
S5.4	The limits of their authority	K5.4	SWOT analysis, use of the SLA to identify inefficiencies and defects, how to report them
S5.5		K5.5	Different forms of feedback e.g. verbal, letters and emails (complaints and thank you letters), surveys, internal and external feedback The features and purpose of a complaints process Impact e.g. need for changes, innovation, training, product/service developments, loss of revenue, damage to

			organizational reputation, word of mouth recommendations (i.e. brings additional business)
		K5.6	The features, purposes and differences between the soft services requirements reflected in the individuals SOPs and their links to overall FM objectives

## 6 Gather FM-related information for continuous improvement purposes

Apprentices will develop their skills, knowledge and understanding of gathering FM-related information for continuous improvement purposes

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S6.1	Collect FM-related information from a variety of sources (e.g. from BMS, helpdesk or in-house systems) in accordance with the task specification	E	OP	OP PD	K6.1	Types and sources of FM-related information (e.g. on health and safety, energy usage, efficiency of heating and lighting systems, security and access systems)	P	OP EPA	OP MCQ EPA MCQ
S6.2	Collate FM and health and safety information as specified (e.g. preparing preliminary reports such as energy usage and sustainability, heating systems, lighting systems, security and access systems) in accordance with the task specification	E	OP	OP PD	K6.2	The uses of FM-related information (e.g. identifying recurrent problems, performance management, cost, efficiency, quality, continuous improvement etc)	P	OP EPA	OP MCQ EPA MCQ
S6.3	Identify and report on opportunities for improvement from information collected in accordance with the task specification using appropriate software applications and communication platforms	E	OP	OP PD	K6.3	The nature and benefits of improvements to an FM business (value to customers, sustainability, environmental, profitability, cost-savings, quality enhancements)	P	OP EPA	OP MCQ EPA MCQ
					K6.4	The features of the FM improvement cycle	P	OP EPA	OP MCQ EPA MCQ
					K6.	How to use software such as Word, spreadsheets, email,	P	OP	OP MCQ

						internet, communications systems and FM-specific software e.g. Building Management Systems (BMS), ID card systems and facilities helpdesk and how they support the FM function			
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### Indicative content

	Skills		Knowledge
S6.1	e.g. from BMS, helpdesk or in-house systems	K6.1	e.g. the range of reports and audit logs containing information on health and safety, energy usage, efficiency of heating and lighting systems, security and access systems  Specialist support e.g. IWFM websites, internal intranet, government-supported sources of information e.g. <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> , professional publications
S6.2	e.g. in order to prepare preliminary reports such as energy usage and sustainability, heating systems, lighting systems, security and access systems	K6.2	e.g. identifying recurrent problems, performance management, cost, efficiency, quality, continuous improvement etc  Contribution of specialist support sources of information
S6.3		K6.3	Value to customers, sustainability, environmental, profitability, cost-savings, quality enhancements
		K6.4	Use of a relevant improvement cycle e.g. Plan, Do, Check, Act or Identify, Plan, Execute, Review

## 7 Deliver front-of-house services

Apprentices will develop their skills, knowledge and understanding of providing access and reception services

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S7.1	Provide support to the access management system in accordance with SOPs (e.g. ID checks, key authorization, security marking, security access data, building security alarm systems (access, CCTV etc)	E	OP	OP O	K7.1	The functioning of the access management system (health and safety, security, front-of-house) including egress	P	OP	OP MCQ
S7.2	Ensure communal areas meet required standards of cleanliness and presentation in accordance with SOPs (e.g. cleanliness checks, keeping the area tidy and free from hazards, maintaining the currency of publicity displays, dealing with post, deliveries and laundry, acting as a traffic marshal, removing rubbish etc)	E	OP EPA	OP O EPA O	K7.2	The planned maintenance programme and how it affects the front-of-house	P	OP	OP MCQ
S7.3	Greet and treat visitors in accordance with SOPs	E	OP	OP O	K7.3	Why it is necessary to understand the layout of the facility and any internal access restrictions (e.g. security restrictions, management of deliveries and contractors, access and inclusion, risk management)	P	OP	OP MCQ
S7.4	Ensure service areas are maintained in accordance with SOPs for cleanliness and hygiene	E	OP	OP O	K7.4	How to carry out a condition survey (e.g. taking photos,	P	OP	OP MCQ

	(e.g. food preparation areas, control rooms, compactors & refuse areas)					checking furniture and fittings etc) and prepare reports			
S7.5	Support others through the provision of reception services, events organization, hospitality and catering, room set-up and restoration in accordance with SOPs and the task specification	E	OP	OP O, PD	K7.5	The different roles of those involved in the organization of events (e.g. security, marketing, IT, hospitality and catering, outsourced organizations etc)	P	OP	OP MCQ
S7.6	Report issues and problems in accordance with SOPs	E	OP EPA	OP O EPA PD	K7.6	The way in which communication used in the front-of-house function influences visitors' perceptions of an organization	P	OP EPA	OP MCQ EPA MCQ

## Indicative content

	Skills		Knowledge
S7.1	e.g. ID checks, key authorization, security marking, security access data, building security alarm systems (access, CCTV etc) e.g. booking taxis, giving info, taking courier deliveries, informing who's coming, issuing spaces, allocating car parking, issuing contractors' cards, out of hours services/contractor management  e.g. booking taxis, giving info, taking courier deliveries, informing who's coming, issuing spaces, allocating car parking, issuing contractors' cards, out of hours services/contractor management	K7.1	Health and safety, security, front-of-house  Staff access control, visitor management, contractor and delivery coordination  Use of electronic systems if applicable  Authorized access to secure areas and related confidentiality requirements  Signage
S7.2	e.g. cleanliness checks, keeping the area tidy and free from hazards, maintaining the currency of publicity displays, dealing with post, deliveries and laundry, acting as a traffic marshal, removing rubbish etc	K7.2	The potential security implications regarding access to premises  Alternative points of access during maintenance works  The importance of briefing front-of-house during maintenance works to protect organizational image



S7.3	Providing assistance to those with special needs (e.g. wheelchair access or impaired mobility, alternative routes)	K7.3	e.g. security restrictions, management of deliveries and contractors, access and inclusion, risk management The impact of security requirements on health and safety Refuge areas in the event of an evacuation
S7.4	The limits of their authority Customer complaints process The use of feedback from others e.g. passing on information to other departments or escalation of emergencies and incidents	K7.4	Organizational standards and requirements for greeting and managing visitors The role of the front-of-house function as representing an organization

## 8 Support hard FM functions

Apprentices will develop their skills, knowledge and understanding of supporting FM hard and soft services functions

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S8.1	Log jobs and arrange for repairs and engineering maintenance in accordance with SOPs	E	OP EPA	OP O, PD EPA PD	K8.1	The contribution of hard FM to an organization (value to customers, profitability, cost-savings, quality enhancements)	P	OP	OP MCQ
S8.2	Carry out inspections of premises and facilities to ensure the correct functioning of buildings and plant equipment in accordance with SOPs e.g. access systems, temperature checks, repairs carried out	E	OP EPA	OP O EPA O	K8.2	The difference between and requirements of planned preventative maintenance (PPM) and reactive maintenance	P	OP	OP MCQ
S8.3	Carry out minor repairs and maintenance or ensure that they have been carried out in accordance with SOPs e.g. changing toner, changing batteries, replenishing stationery PPM audits	E	OP	OP O	K8.3	The risks and hazards associated with maintenance activities and their consequences if realized	P	OP EPA	OP MCQ EPA MCQ
S8.4	Report the correct operation of FM buildings and equipment in accordance with SOPs	E	OP	OP PD	K8.4	The use of Building Management Systems (BMS) and operation and maintenance systems manuals to maintain specified operating conditions	P	OP EPA	OP MCQ EPA MCQ
S8.5	Keep asset registers up-to-date (checks, reconciliation, record keeping)	E	OP	OP PD	K8.5	The interrelationship and need for collaboration between the	P	OP	OP MCQ

						Mechanical & Engineering function and the FM function			
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## Indicative content

S8.1		K8.1	Value to customers, profitability, cost-savings, quality enhancements e.g. mechanical and electrical engineering, fabric repairs, lifts Handymen, PMOs, engineers, construction workers The way in which service innovation and expertise can have an impact on organizational reputation
S8.2	e.g. access systems, temperature checks, repairs carried out	K8.2	SLA requirements for PPM, the benefits of PPM and related cost savings What is meant by "reactive maintenance" and the potential impact on profitability
S8.3	The limits of their authority e.g. repairing door handles, ensuring rubbish bins are emptied, dealing with waste Requirements for dealing with clinical waste	K8.3	e.g. electrocution, slips, trips and falls, crushes, falling objects Cordoning off an area, signage, internal communications regarding maintenance activities Permit to work process including risk assessment of the proposed activity Incident reporting process including near misses
S8.4		K8.4	The requirements of the SLA and how the BMS can be used to maintain the required operating conditions and performance e.g. server room temperatures, plant room checks, access security
S8.5	Checks, reconciliation, data input Manual or electronic asset registers		



## 9 Maintain and develop competence in the FM industry/sector

Apprentices will develop their skills, knowledge and understanding of maintaining and developing competence in the FM industry/sector

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S9.1	Complete and keep up-to-date personal development plans	E	OP	OP PD	K9.1	The purpose and features of personal performance measurement processes e.g. appraisals, one-to-ones	P	OP EPA	OP MCQ EPA MCQ
S9.2	Keep FM-related skills up-to-date	E	OP EPA	OP PD EPA PD	K9.2	The requirements of a personal development plan	P	OP	OP MCQ
S9.3	Keep FM-related knowledge up-to-date	E	OP EPA	OP PD EPA PD	K9.3	Training interventions available to support the development of FM competence and knowledge	P	OP	OP MCQ
					K9.4	Sources of information e.g. trade magazines, professional body	P	OP	OP MCQ
					K9.5	The features of effective reflective practice and the impact of personal behaviours	P	OP EPA	OP MCQ EPA MCQ

### Indicative content

	Skills		Knowledge
S9.1	Learner information that supports personal development plans e.g. learner logbooks, off-the-job learning log, reflective log	K9.1	e.g. appraisals, one-to-ones

			Performance data to inform performance discussions e.g. rosters, timesheets, customer feedback
S9.2	e.g. CPD log (off-the-job learning)	K9.2	Understanding personal needs and career aspirations Current and likely future organizational requirements Organizational processes for personal development planning
S9.3	IWFM website, trade magazines, attendance at seminars	K9.3	Internal and external development offers e.g. training, qualifications, apprenticeships, job shadowing, e-learning, toolbox talks, research, assignments, projects, IWFM website searches, good practice guides and webinars etc
S9.4		K9.4	e.g. trade magazines, professional body
S9.5		K9.5	Techniques to identify their own character traits and how these could be developed Continuous professional development and reflective practice How their own behaviours have an impact on themselves, other people and an organization, use of a behavioural competency framework

## 10 Support the delivery of FM projects

Apprentices will develop their skills, knowledge and understanding of supporting the delivery of FM projects

Skills: the apprentice will be able to:					Knowledge: the apprentice will need to know and understand:				
		Delivery	Asst	Method			Delivery	Asst	Method
S10.1	Manage customer expectations in accordance with SOPs	E	OP	OP O	K10.1	The way in which an organization's mission, vision and values affect its operations	P	OP EPA	OP MCQ EPA MCQ
S10.2	Communicate with customers confidently and clearly using communication methods that are appropriate to the situation	E	OP	OP O	K10.2	The purpose of establishing good customer relations and the features of effective customer relationships	P	OP	OP MCQ
S10.3	Support the project team constructively and in a way that engenders positive relationships	E	OP	OP O	K10.3	The advantages and disadvantages of different methods of communication	P	OP EPA	OP MCQ EPA MCQ
S10.4	Report on the extent that objectives have been met and escalate any issues	E	OP	OP PD	K10.4	The stages of a project, roles and responsibilities within a project	P	OP EPA	OP MCQ EPA MCQ
					K10.5	The project management tools that are used in the project	P	OP	OP MCQ

### Indicative content

	Skills		Knowledge
S10.1		K10.1	How an organization's mission, vision and values affect its offer

			How FM services are tailored to a customer's requirements e.g. CSR
S10.2		K10.2	Trends in FM, marketing by word of mouth
S10.3	Importance of collaboration to achieve project goals, the use of behavioural competencies to create and maintain productive working relationships	K10.3	
S10.4	Issues e.g. inability to complete tasks, anything that may delay project completion	K10.4	The project cycle, roles (sponsor, lead, manager, contributor, experts) Execution, escalation, communication responsibilities
		K10.5	Tools e.g. planning tools, tracking tools, minutes, internal communications, evaluation reports, feedback



## 9 Behaviours

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

<b>B1</b>	<b>Customer service</b>	<i>An active and responsive approach to all customers (internal and external)</i>
<b>B2</b>	<b>Team working</b>	<i>Collaborating positively with others to achieve objectives and standards</i>
<b>B3</b>	<b>Personal effectiveness</b>	<i>Taking responsibility for personal development to deliver high quality FM services</i>
<b>B4</b>	<b>Attention to detail</b>	<i>Thoroughness in accomplishing a task</i>
<b>B5</b>	<b>Honesty</b>	<i>Truthful in all aspects of work</i>
<b>B6</b>	<b>Adaptability</b>	<i>A willingness to accept changing priorities and tasks</i>

### **B1 Customer service**

*An active and responsive approach to all customers (internal and external)*

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

## **B2 Team working**

*Collaborating positively with others to achieve objectives and standards*

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

## **B3 Personal effectiveness**

*Taking responsibility for personal development to deliver high quality FM services*

A person with this quality:

- identifies their learning and development needs
- is aware of the impact of their behaviour on others
- uses tools and techniques to improve their performance
- learns from their successes and mistakes
- plans and organizes their work to make good use of time
- manages their workload and controls their actions to achieve objectives and updates their manager on progress
- makes practical suggestions for improvements in performance
- sets personal goals and targets to help them exceed expectations
- makes use of opportunities for personal growth

A person without this quality:

- does not accept that they have learning and development needs
- upsets others by their insensitive behaviour

- repeats the same mistakes without learning from them
- leaves everything to the last minute
- creates bottlenecks of work
- is unimaginative or slow in making suggestions for improvement
- fails to make use of available development tools and opportunities
- denies responsibility for their own actions and responsibility for their contribution to work and the team

#### **B4 Attention to detail**

*Thoroughness in accomplishing a task*

A person with this quality:

- checks the accuracy of information provided and received
- completes all work according to procedures and standards
- checks to ensure that work is correct
- follows up loose ends and queries and resolves matters outstanding
- monitors the quality of their own work
- meets deadlines

A person without this quality:

- fails to think things through or make connections
- does not check the accuracy of information
- produces sketchy and slapdash work
- presents work or ideas in an illogical way or incorrectly sequenced
- squanders their time
- fails to produce evidence to back up their stance

#### **B5 Honesty**

*Truthful in all aspects of work*

A person with this quality:

- works in an ethical and empathic manner
- encourages high standards of socially responsible and sustainable activity
- exemplifies FM 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 on them

- follow work through to the end and fulfil 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
- lies to others and covers up mistakes

## **B6 Adaptability**

*A willingness to accept changing priorities and tasks*

A person with this quality:

- responds positively and promptly to changing priorities and circumstances
- 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

The behaviours will be assessed through the observation and professional discussion.

## 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 a multiple-choice question (MCQ) examination. The skills and behaviours must be assessed by the observation and/or professional discussion. This section also lists the method that must be used to assess apprentices.

### 1 Support the delivery of the responsibilities of the Facilities Services function in complying with health and safety and other legislation and organizational policies and procedures

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
S1.1	Comply with relevant health, safety and environmental legislation (Health and Safety at Work etc Act 1974) e.g. logging incidents, posting/distributing health and safety notices, checking fire extinguishers, fire alarms, confirming that checks have been carried out, use of PPE	EPA O, PD	K1.1	Legislative requirements and responsibilities relating to health and safety, access & inclusion, manual handling, working at heights, hazardous substances (COSHH), reporting of injuries, diseases etc (RIDDOR)	EPA MCQ
			K1.5	The roles and responsibilities of those within the FM reporting structure	EPA MCQ

### 2 Address FM-related risks, hazards and threats to people, property and premises

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

			K2.3	Good practice in risk management in the FM industry e.g. security, access and inclusion	EPA MCQ
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**3 Provide customer service to internal and external FM customers to ensure the effective delivery of a range of facilities services**

<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>
S3.2	Respond to customers' queries and incidents in accordance with SOPs	EPA PD	K3.1	The features and purpose of effective customer service	EPA MCQ
			K3.3	The range of FM contracts and Service Level Agreements (SLAs) including customers' performance standards	EPA MCQ
			K3.6	The features of a complaints procedure and typical timescales	EPA MCQ
			K3.8	How innovation and change can support good customer relationships	EPA MCQ

**4 Support good sustainable practice in FM**

<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>

S4.2	Identify areas for improvements to corporate social responsibility performance in accordance with SOPs	EPA PD	K4.2	The contribution of FM to support sustainability (good practice, profitability, cost-savings, quality enhancements)	EPA MCQ
			K4.3	Trends in FM of sustainable practice e.g. well-being, safeguarding	EPA MCQ

## 5 Maintain soft FM service

<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>
S5.2	Confirm the correct functioning of equipment used to deliver services in accordance with SOPs (e.g. franking machines, reprographics equipment, vending machines, catering trolleys, radios, walkie-talkies etc)	EPA O	K5.2	The factors to be taken into account in costing the delivery of an FM service	EPA MCQ
S5.3	Report the findings of equipment inspections in accordance with SOPs	EPA PD	K5.3	The features of a Service Level Agreement (SLA)	EPA MCQ

## 6 Gather FM-related information for continuous improvement purposes

<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>
			K6.1	Types and sources of FM-related information (e.g. on health and safety, energy usage, efficiency of heating and lighting systems, security and access systems)	EPA MCQ

			K6.2	The uses of FM-related information (e.g. identifying recurrent problems, performance management, cost, efficiency, quality, continuous improvement etc)	EPA MCQ
			K6.3	The nature and benefits of improvements to an FM business (value to customers, sustainability, environmental, profitability, cost-savings, quality enhancements)	EPA MCQ
			K6.4	The features of the FM improvement cycle	EPA MCQ

## 7 Deliver front-of-house services

<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>
S7.2	Ensure communal areas meet required standards of cleanliness and presentation in accordance with SOPs (e.g. cleanliness checks, keeping the area tidy and free from hazards, maintaining the currency of publicity displays, dealing with post, deliveries and laundry, acting as a traffic marshal, removing rubbish etc)	EPA O	K7.6	The way in which communication used in the front-of-house function influences visitors' perceptions of an organization	EPA MCQ
S7.6	Report issues and problems in accordance with SOPs	EPA PD			

## 8 Support hard FM functions

<b>Skills: the apprentice will be able to:</b>			<b>Knowledge: the apprentice will need to know and understand:</b>		



		Method			Method
S8.1	Log jobs and arrange for repairs and engineering maintenance in accordance with SOPs	EPA PD	K8.3	The risks and hazards associated with maintenance activities and their consequences if realized	EPA MCQ
S8.2	Carry out inspections of premises and facilities to ensure the correct functioning of buildings and plant equipment in accordance with SOPs e.g. access systems, temperature checks, repairs carried out	EPA O	K8.4	The use of Building Management Systems (BMS) and operation and maintenance systems manuals to maintain specified operating conditions	EPA MCQ

## 9 Maintain and develop competence in the FM industry/sector

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
S9.2	Keep FM-related skills up-to-date	EPA PD	K9.1	The purpose and features of personal performance measurement processes e.g. appraisals, one-to-ones	EPA MCQ
S9.3	Keep FM-related knowledge up-to-date	EPA PD	K9.5	The features of effective reflective practice and the impact of personal behaviours	EPA MCQ

## 10 Support the delivery of FM projects

Skills: the apprentice will be able to:			Knowledge: the apprentice will need to know and understand:		
		Method			Method
			K10.1	The way in which an organization's mission, vision and values affect its operations	EPA MCQ

			K10.3	The advantages and disadvantages of different methods of communication	EPA MCQ
			K10.4	The stages of a project, roles and responsibilities within a project	EPA MCQ

## 11 Grading criteria (observation)

Level	Failure criteria	Pass criteria	Merit criteria
Level 2	Apprentices who fail:	To achieve a pass grade apprentices must meet all the following criteria:	To achieve a merit grade, apprentices must meet all the pass criteria and all the following merit criteria:
	<ul style="list-style-type: none"> <li>do not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>comply with relevant health, safety and environmental legislation, as well as other legislation relevant to the workplace, e.g. GDPR (S1.1, S1.2)</li> <li>follow organizational procedures (S1.3, S1.4, S5.1, S7.1, S7.3, B5)</li> <li>respond to customers' queries and incidents in accordance with SOPs in collaboration with others (S3.1, S3.2, S3.5, S10.2, B1, B2)</li> <li>Communicate effectively in-line with employer guidelines (S10.2)</li> <li>Manage the repairs and maintenance of equipment to ensure correct functioning of services in accordance with SOPs (S8.3, B4)</li> <li>access the suitability of communal areas to ensure they meet required standards in accordance with SOPs (S7.2)</li> <li>carry out inspections to ensure the correct functioning of buildings and plant equipment in accordance with SOPs (S5.2, S8.2)</li> </ul>	<ul style="list-style-type: none"> <li>identify the implications of non-compliance with relevant health, safety and environmental legislation (S1.1)</li> <li>identify the way in which proposed improvements may benefit the organization (S1.4)</li> <li>explain the implications of not following company SOPs and the impact on the customer (S3.5)</li> <li>exceed customer expectations, e.g. gains positive feedback that an issue was resolved quicker than expected or a problem resolved to a high standard (S3.1, S3.2, B1, B2)</li> </ul>

## Professional discussion

Level	Failure criteria	Pass criteria	Merit criteria
Level 2	<b>Apprentices who fail:</b>	<b>To achieve a pass grade, apprentices must achieve all the following criteria:</b>	<b>To achieve a merit grade, apprentices must achieve all the pass criteria and all the following merit criteria:</b>
	<ul style="list-style-type: none"> <li>do not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>identify and manage risks in compliance with organizational procedures (S1.5, S2.1, S2.2, S2.3, S2.4, K1.2, K1.3, K1.4, K2.1, K2.2, K2.4, K2.5)</li> <li>identify areas for improvement in sustainable and corporate social responsibility performance in accordance with SOPs (S4.1, S4.2, S4.3, K4.1)</li> <li>deal with FM queries and complaints in accordance with SOPs (S3.3, S3.4, K3.2, K3.4, K3.5, K3.7)</li> <li>report the findings of inspections of premises and equipment and deal with feedback in accordance with SOPs (S5.3, S5.4, S5.5, S8.4, S8.5, K5.1, K5.4, K5.5, K5.6)</li> <li>collate FM information and report on opportunities for improvement in information collection (S6.1, S6.2, S6.3)</li> <li>report issues and problems in front-of-house services in accordance with SOPs (S7.4, S7.5, S7.6, K7.1, K7.2, K7.3)</li> <li>log jobs and arrange for repairs in accordance with SOPs (S8.1, K8.1, K8.2, K8.5)</li> </ul>	<ul style="list-style-type: none"> <li>identify the implications of non-compliance with relevant health, safety and environmental legislation (S2.1)</li> <li>identify the way in which proposed improvements may benefit the organization (S4.3)</li> <li>make suggestions for improvements to the way in which customers' queries and complaints are handled (S3.3, S3.4)</li> <li>display awareness of the impact of personal behaviours (S9.2, S9.3, B3)</li> </ul>

		<ul style="list-style-type: none"> <li>• keep FM-related skills and knowledge up-to-date (S9.1, S9.2, S9.3, K9.2, K9.3, K9.4)</li> <li>• provide support to FM projects in accordance with SOPs and organizational expectations (S10.1, S10.3, S10.4, B3, B6, K10.1, K10.5)</li> </ul>	
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## Multiple choice examination

Level	Failure criteria	Pass criteria
Level 2	Apprentices who fail:	To achieve a pass grade, apprentices must achieve all the following criteria:
	<ul style="list-style-type: none"><li>do not reach the pass rate (75%)</li></ul>	<ul style="list-style-type: none"><li>reach the required pass rate (75%)</li></ul>