



Institute of Workplace  
and Facilities Management

# Workplace and Facilities Management Workshop

## Facilitator Guide



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# WELCOME

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Thank you for becoming a Class of Your Own and IWFM workshop volunteer

By agreeing to facilitate this workshop, your organisation has taken its first vital steps in supporting the work of Class of Your Own as we strive to fill some of the gaps in attracting more talented young people to careers in the Built Environment.

We recognise industry professionals may not have had a lot to do with the education system, perhaps since your school days, when things may have been very different. This handbook sets out some guidance as you prepare for your successful, and we believe, mutually beneficial workshop with your chosen school.

We hope you find it useful.

# WORKING WITH SCHOOLS



## Main objectives

The primary aim of this workshop is to engage and inspire the next generation of Workplace and Facilities Management Professionals, and to provide Information, Advice and Guidance (IAG) on pathways to a career in a sector that is under-represented and largely unknown in schools.

The primary aim for UK schools is the attainment of pupils - it is the single most important key performance indicator, governing the success or failure of every school in the UK.

**School leadership teams will be keen to see that every engagement opportunity with the pupils is one which counts towards maximising the overall attainment of pupils and the school.**

We know COYO workshops improve attainment, however it is still vitally important that our industry partners keep this primary objective of schools in mind as they collaborate closely with teachers, by being well prepared and focused for all engagements made with pupils.



**We encourage you to invite teachers to your office, or even to an ongoing project, to give them an insight into the world of the practising Facilities Manager.**



## Supporting teachers

COYO workshops are normally run by Design Technology teachers, although some schools integrate with other 'STEAM' (Science, Technology, Engineering, Arts and Mathematics) teachers. Few teachers have an industry background and even fewer will have a Built Environment specialism.

It would therefore be exceptional to find teachers who have a working knowledge of Facilities Management.

As such teachers will be keen to "tap" into your expertise and experience by having you:

- Keep them up to date with industry progression
- Offer mentorship on current practice in the industry and aiding their appreciation of Built Environment topics
- Provide them with real world problems and project case study material
- Offer to provide them personally with internship training during school holidays

You will find teachers are willing recipients of any learning opportunities offered to them.

## Supporting learners

We want all children to have access to a great career in the Built Environment.

You may be the first FM professional they have ever met. They will be keen to learn what you do on a day-to-day basis, and what you think of your job, lifestyle and the career choices it provides for you.

We would encourage you to:

- Communicate your passion for your profession
- Explain the important things you do on a day to day basis
- Update them on industry progression
- Direct them to good sources of information about the profession and topics they are interested in for their course work
- Provide them with quality real-world examples and case studies
- Offer to provide them with internship training during school holidays
- Avoid jargon - remember these are children!



## Engaging your young audience

Teachers will be pleased to provide you with some guidance on how to get the pupils engaged with you in your new role in the classroom.

Some tips that we would offer along these lines would be to:

- Smile and make eye contact with your audience
- Get to know and remember as many names of pupils as you can
- Keep presentations short and fast-paced - no longer than 10 minutes
- Use lots of open questions to keep pupils engaged and interested
- Listen to what they say and let them know that you understand by echoing it back to them in a different way
- Read faces, if it looks like pupils are becoming disengaged move on quickly, even if you have not yet reached the end of the allotted time for your activity
- Be inclusive - make sure your presentation is respectful of your entire audience, and demonstrate inclusion in your presentations and images
- Leave a copy of what you said and did - in plain english - teachers can use this after your workshop

## Safeguarding and DBS Checks

Every school carries a legal duty of care to protect the physical and emotional wellbeing of each pupil in its care. Some of that duty extends to legal requirements to ensure that visitors to the school have received the appropriate information and permission before visiting the school premises.

Remember to take formal photo ID eg. driving license/passport. You will be asked to prove who you are. Don't anticipate that you will be remembered next time. A change in staff can lead to delays in getting to the classroom.

On arrival at the school, always make yourself known to the school reception before engaging with any other school staff and especially before engaging with pupils. Always wear issued visitor badges or identification prominently.

As a visitor, even if you hold a current Enhanced DBS (Disclosure and Barring Service) certificate, you should always expect to be escorted by a staff member when on the school premises.

If you need to be unaccompanied for any period, such as a visit to the toilet, make sure you get permission from your escorting member of staff

first. Be sure to check back in with them when you arrive back, or with reception if you are leaving the school. Don't be surprised if you are taken to the toilet - it's normal and your privacy will be observed!

Visitors engaged with school pupils for more than four occasions in any 30-day period move into what is called "regulated activity". This is point at which mandated regulations governing the safeguarding of pupils by the school kick in.

Outside of regulated activity, there is no specific requirement for schools to require visitors to hold an Enhanced DBS certificate before being allowed to work with pupils. Most will take a pragmatic view of the requirement on a case by case basis.

Industry partners who are expecting to be in regular and unescorted contact with pupils are encouraged to obtain an Enhanced DBS certificate via their employer.

This may also be necessary where pupils receive work experience on the industrial partner's premises over an extended period of a week or more.



### ADDITIONAL GUIDANCE



Department  
for Education

# WORKSHOP HINTS & TIPS

## Introduction

A successful workshop will be one that provides a vibrant conduit for information flow from industry direct to the classroom, providing relevance and meaning to the work of pupils.

The aim is to create the opportunity for interactive learning, building relationships, and problem-solving in a relaxed and fun environment.

Establishing conditions for a well-focused and memorable workshop will require some time and energy - to assist you we have compiled a sample timetable, preparation notes and tips to keep you on track.

## IWFM Workshop - Anytown School

Time	Activity	Duration (mins)
09:00	Registration	15
Period 1 & 2		
09:15	Introduction to Workplace and Facilities Management Professional What is WFM and what does a WFM do? My career and where FMs work around the world Sustainability - how WFMs look after people and planet	15
09:30	How can you make a difference at your school? Workshop Introduction <i>Group activity</i> - The Journey from school gate to classroom	60
10.05	School audit - students go round school to complete the worksheets	50
Morning break - 10:55		
Period 3 & 4		
11.10	Write up the evidence in a Powerpoint presentation	100
Lunch - 12:50		
13:45	Registration	15
Period 5 & 6		
13:50	Presentation to Head Teacher or Senior Leader	50
14:40	Head Teacher/SL Feedback Priority setting - Urgent and Important	50
15:30	END	



# Workshop planning

## Step 1: Decide who is best to deliver the workshop

It would be sensible to agree on who, within your organisation, is the most appropriate person to deliver the workshop content. Give consideration to individuals' experience in visiting and delivering presentations within a classroom environment.

## Step 2: Brief the teacher

Contact the school teacher who is leading the workshop ahead of time, so you can get to know each other and discuss the day. You should find out how many pupils will be in attendance, the age group, and possibly the ability of the group.

Ensure the following with the teacher:

- Camera/phone download cables will be made available to students to download evidence photos into their Powerpoint presentations
- School staff have been informed about the workshop and offered necessary guidance via global email and/or staff briefing. They should be informed that children will want to ask lots of questions and take photographs in order to collect evidence. We suggest sharing the workshop booklet with: Teachers, Site Staff, Reception and Office Staff, Catering Staff, Head Teacher and Senior Leader.

NB. For the travel and traffic section of the workshop, please request that the teacher warns children about safety and told not to stray off site.

## Step 3: Obtain a timetable from school

Ensure you don't book your workshop on a day when school finishes early. Also, we know how busy FMs are - if you know when school takes breaks you can plan your response to that all-important email or schedule a call. A school can often provide you with private space should you need it.

## Step 5: Equipment and visual aids

Make a list of the IT hardware, software, visual aids and handouts you will need for the day. It is inadvisable to assume that school equipment is to the latest specification or version. Check with the teacher to verify what is there and adjust your planning to suit the available technology.

Video/films - confirm you'll have access to YouTube. We recommend sending either the original film with your presentation to the school teacher in advance, or at least sending the link to the film so he/she can check.

Pen drives - make sure you have permission to use them, as many schools do not allow external pen drives.

## Step 6: Support materials

Ask school to provide students with a site map - this will be really useful for the children to mark the exact locations of any issues they flag up and cross reference them on their worksheet under 'Where'.

## Step 7 - Follow school protocols

Always follow the permission protocols of the school. Never assume you can take photographs, even the back of heads. Some children may be in vulnerable situations at home and your photo and nice tweet on social media can put a child in danger. To be absolutely sure, switch off your phone and leave that to the teacher. Ask for approved photographs to be sent to your organisation at a later date.

## Step 7: Ask for feedback

Find out if your workshop was a success by asking for feedback. Ask the lead teacher to issue the feedback form supplied, to discover how you, the teacher, and the pupils found the workshop. Reflect on key takeaways that would improve workshop delivery in the future.

# Workshop delivery

**Things about your WFM role to consider and introduce into your workshop delivery.**

**Children in previous workshops have asked:**

What does a typical day look like?

What sort of buildings do you inspect and how do you inspect them?

What difference do you make the environment?

What is the difference between an FM consultancy and an FM company?

What technology do FMs use?

Do you use virtual reality and/or augmented reality?

What apps do you use and can we try one?

Do you deal with money?

Do you deal with law?

Are you a plumber?!

*Plumbing, heating, security, pest control... FMs look after the people who look after buildings. Let them know it's a **management** career, not a trade but don't put the children off trade jobs.*

Do you help architects to design buildings and how?

When you're doing your job, do people make it difficult?

How much money do you make? What car do you drive?

*This can be an uncomfortable question to answer - think about providing industry examples eg. Introduce the starting salaries for apprenticeships and graduates and upper thresholds. IWFM can provide you with this information.*

What's the worst thing about your job?

What's the best thing about your job?

Why do you do it - *what makes you get out of bed in the morning?*

## **ADDITIONAL TOP TIP:**

In your introduction, include a short activity to keep students engaged - for example you could encourage quick answers to what their 'planet and people friendly' school journey from gate to classroom looks like.

Get them thinking about the things they notice such as: dangerous parking, breakfast club waste, lights on in the classroom.

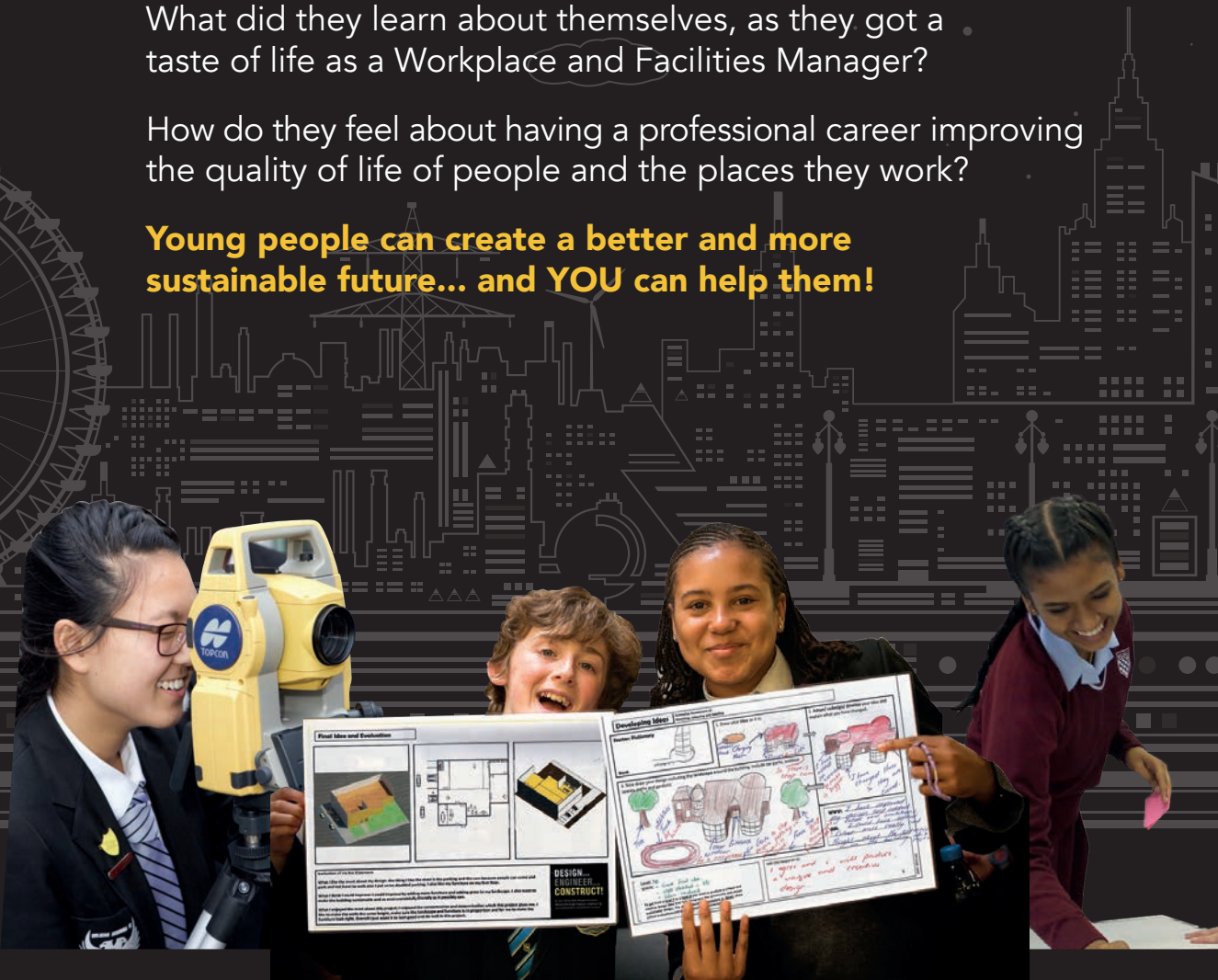
# TIME TO REFLECT...

What did students LOVE about this workshop?

What did they learn about themselves, as they got a taste of life as a Workplace and Facilities Manager?

How do they feel about having a professional career improving the quality of life of people and the places they work?

**Young people can create a better and more sustainable future... and YOU can help them!**



**classofyourown**®

## NEXT STEPS... INSPIRE & TEACH

YOUNG PEOPLE TO ACHIEVE MORE  
THAN THEY EVER DREAMED POSSIBLE

Design...Engineer...Construct! (DEC) Schools, with Industry support, give students a unique opportunity to develop STEAM-based skills and connect with professionals to get a great career in The Digital Built Environment

FIND OUT MORE & GET INVOLVED at  
[designengineerconstruct.com](http://designengineerconstruct.com)



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engineer...  
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A NEW WAY OF  
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DEC STUDENTS BECOME...  
WORKPLACE & FACILITIES MANAGERS  
STRUCTURAL & CIVIL ENGINEERS  
ARCHITECTS & TECHNOLOGISTS  
SURVEYORS & TOWN PLANNERS  
INTERIOR & LANDSCAPE DESIGNERS  
& MANY MORE PROFESSIONS IN  
THE DIGITAL BUILT ENVIRONMENT

