apprenticeship
FRAMEWORK

Higher Apprenticeship in Facilities Management Level 4 and 5 (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02742

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The Building Futures Group

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Higher Apprenticeship in Facilities Management Level 4 and 5 (England)

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Framework summary

Higher Apprenticeship in Facilities Management Level 4 and 5

Higher Apprenticeship in Facilities Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Facilities Management

Competence qualifications available to this pathway:

C1 - Level 4 Diploma in Facilities Management Practice

Knowledge qualifications available to this pathway:

K1 - Level 4 Diploma in Facilities Management

K2 - Level 4 HNC Diploma in Construction and the Built Environment (Building Services Engineering)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Higher Apprenticeship in Facilities Management Level 4 and 5

Higher Apprenticeship in Facilities Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 5 include:

Pathway 1: Facilities Management (Generic)

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 5 Extended Diploma in Facilities Management

B2 - Foundation degree Award in Facilities Management

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Facilities Management (Building Services)

Competence qualifications available to this pathway:

C1 - Level 5 Certificate in Facilities Management

Knowledge qualifications available to this pathway:

K1 - Level 5 HND Diploma in Construction and the Built Environment (Building Services Engineering)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

The Building Futures Group

The Apprenticeship sector for occupations in property, housing, and facilities management and cleaning.

Issue number: 2	**This framework includes:**
Framework ID: FR02742	Level 4 Level 5
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

This apprenticeship framework has been designed to provide a progression route for those joining Facilities Management (FM) at levels 2 and 3. It also provides an entry point and work based progression for those with A levels and BTECs. It allows Facilities Managers to expand their knowledge base and develop critical thinking skills. There are two routes; a generic or soft services route and a building services or hard services route. Both levels consist of Higher Education qualifications and qualifications offered by the British Institute of Facilities Management (BIFM).

Contact information

Proposer of this framework

Development of this Higher Apprenticeship has been funded by the Higher Apprenticeship Fund administered by the National Apprenticeship Service. Partners involved in the framework development were British Institute of Facilities Management (BIFM), Sheffield Hallam University, Leeds College of Building, TLC, The Manchester College, Westminster Kingsway College and b-es. Employers involved in the project were SGP, the Prison Service , ISS, OCS and Keir.

Developer of this framework

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Issuing Authority's contact details

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Revising a framework

Contact details

Who is making this revision:	Gill Spatcher
Your organisation:	Asset Skills
Your email address:	gspatcher@assetskills.org

Why this framework is being revised

Combining both pathways at level 4 into one. Amending the GLH to match the information on the Register of Regulated Qualifications for the BTEC HNC and HND.

Summary of changes made to this framework

same as above

Qualifications removed

Edexcel Level 4 Diploma in Facilities Management Practice - 600/7119/9

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Definition of Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs. On completion of the Apprenticehip the apprentice must be ble to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

The minimum duration of an apprenticeship must be twelve months and the minimum hours of employment should be at least 30 hours per week. All apprentices who commenced their apprenticeship on or after the 6th April 2012 must have an apprenticeship agreement with their employer.

On achievement of the framework, qualification certificates must be uploaded to the system Apprenticeship Certification England (ACE) in order that a Higher Apprenticeship Certificate can be issued .

Profile of the sector

Facilities Management (FM) involves providing a quality and cost effective maintenance and care service for a wide range of commercial and public buildings, such as hotels, hospitals, office and shopping complexes, arenas, educational or convention centres. Facilities Managers make sure that facilities such as security, catering and cleaning (referred to as 'soft' services) and maintenance and building services (referred to as 'hard' services) run smoothly, so that customers can run their businesses efficiently. The sector is also responsible for property and estates management, including energy management and environmental protection.

In England there are around 166,000 people employed in facilities management in over 14,900 organisations, mainly in small organisations. It is likely that the number of people employed in FM is significantly higher. The FM industry is currently difficult to quantify due to the lack of data under a specific Standard Industry Classification code. Recent surveys show that the Facilities Management sector was optimistic about the future with 52% of companies intending to grow over the next three years, although most expect this to be moderate rather than rapid growth. Facilities Management plays a key role in the Business Services sector, identified by

the Government in 2009 as one of the six areas of future growth. There is the potential to expand into new areas such as education, leisure and manufacturing sectors and the Green Agenda which is increasingly important, however employers report that around a third of their staff do not have the skills to make this happen.

Challenges faced by Facilities Management companies include:

• staffing & training - finding the right staff with the right skills and retaining skilled staff and helping staff get to grips with technical, procurement, energy management, customer service aspects of the job and encouraging managers to complete training;
• attracting more young people into Facilities Management which, as a fairly new profession is not seen by young people as a career option, to counter act an ageing workforce
• internal factors such as increasing efficiency, managing budget cuts and keeping costs down, as well as securing funding and getting clients to pay on time;
• market share - competition from other organisations and the impact this is having on the ability of companies to retain existing business and secure new contracts;
• legislation - the need to keep up to date with new legislation, particularly around the low carbon agenda as well as other areas, such as health and safety;
• technical skills gaps – within FM a lack of skills in this area may result in an inability to effectively maintain or repair building systems which will have an adverse effect on energy management
• just under a third of the workforce have qualifications below Level 2 or no qualification at all.

Future competencies required by the sector include:

• knowledge of outsourcing strategies; a broader set of generic management skills linked to customer service and relationship management;
• the built environment accounts for nearly 47% of CO2 emissions - the sector needs to have the knowledge and skills to help in achieving the European energy efficiency targets by 2020
• enhanced technical and IT skills – due to the growth of intelligent buildings linked to the design of energy efficient systems;
• skills and knowledge relating to legislation and regulation, including TUPE, health, safety and environmental protection;
• commercial awareness and financial skills in relation to managing budgets and profits.

Facilities Management is a new industry and there has not been a traditional route into the sector. The FM apprenticeships ranging from Intermediate to Higher will help to address this and to professionalise the role. Apprentices at level 4 will be Facilities Managers or Building Services Manager. At level 5 the job roles will have added responsibility such as managing larger or multi-site contracts.

Please refer to the Asset Skills website for more information:

http://www.assetskills.org/Research/LabourMarketInformation/StateoftheSectorNationReports.aspx

Aims and objectives of this framework (England)

The aim of the apprenticeship is to attract new people into the sector and to upskill the existing workforce to enable employers to remain competitive and profitable.

The objectives are to:

1. attract new people from under-represented groups into the sector helping to fill current and future skills gaps
2. upskill the existing workforce by qualifying them to level 5
3. provide clear and flexible entry routes into the sector
4. make Facilities Management a career of choice for people new to the sector

Entry conditions for this framework

Employers are responsible for selection and recruitment of apprentices. Employers are looking to attract applicants from a wide range of backgrounds and experience. Applicants will be expected to have an interest in the sector, be willing to work as part of a team and have a passion for providing high standards of customer service.

Applicants may have 'A' levels, BTECs or advanced apprenticeships in a related discipline such as Facilities Management, Hospitality, Customer Service, Business Administration, Security or Building Services Engineering. As the job roles will require formal written communication skills and managing budgets, it is preferred if apprentices have an A to C grade in English and maths, or level 2 Functional Skills . Without formal qualifications, or the minimum grades in English and maths, apprentices may be asked to undertake an initial assessment prior to starting the framework to assess their ability for higher level learning.

This framework is not suitable for pre-18 learners.

Level 4

Title for this framework at level 4

Higher Apprenticeship in Facilities Management

Pathways for this framework at level 4

Pathway 1:	Facilities Management

Level 4, Pathway 1: Facilities Management

Description of this pathway

The minimum number of credits for this level = 95 credits

Competence qualification = 47 credits

Knowledge qualification = 48 credits

If an apprentice follows the Building Services or hard service route the minimum number of credits = 167 credits

Competence qualification = 47 credits

Knowledge qualification = 120 credits

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Facilities Manager - Soft Services (In-house)	Managing a range of services for one site; supervising of contractors and in-house staff, procuring services, calculating and comparing costs to ensure that services achieve maximum value and remain on budget, implementing new systems and procedures and project management
Facilities Manager - Soft Services (Outsourced)	Managing a range of services for one client site ensuring that the servies provided meet the client's needs and comply with the terms of the contract, ensuring that goods or services achieve maximum value and reamin on budget, liaising with the client and involvement in project management
Building Services Manager	Managing a team who maintain and repair the building fabric; operate and maintain the heating, ventilation, lighting and plumbing systems; operate and maintain the intelligent building management system; analysis of energy usage, project management and managing budgets

Qualifications

Competence qualifications available to this pathway

C1 - Level 4 Diploma in Facilities Management Practice					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/5065/2	BIFM	47	220	0
C1b	600/0502/6	WAMITAB	47	200	0

Knowledge qualifications available to this pathway

K1 - Level 4 Diploma in Facilities Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/8381/8	BIFM	48	196	0

K2 - Level 4 HNC Diploma in Construction and the Built Environment (Building Services Engineering)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	500/8276/0	Edexcel	120	500	0

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices can choose which knowledge qualification to take subject to their job role. An apprentice who is managing soft services would elect to take the BIFM qualification, whereas a Building Services or Hard Services Manager would take the BTEC qualification.

The building services route requires detailed technical knowledge which is applied to the context of FM. The apprentice taking this route will choose optional units in the FM Practice qualification which relate to the maintenance of the building, as well as asset, property and energy management.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	0
GCSE qualification in English (with enhanced functional content)	N/A	0

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	0
GCSE qualification (with enhanced functional content) in Mathematics	N/A	0

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Please note that the achievement of transferable skills is no longer a mandatory requirement for higher apprenticeships.

Progression routes into and from this pathway

Progression into the Level 4 Higher Apprenticeship from a soft services route can be from one of the following:

- relevant experience in the sector
- advanced apprenticeship in FM
- advanced apprenticeship in Catering, Security, Business Administration, Building Services
- level 3 vocational qualifications in a relevant area such as Security and Catering, Business Administration and Building Services Engineering

Progression routes from:

- level 5 Higher Apprenticeship in Facilities Management
- foundation degree in FM or Facilities Services (subject to ACPL)*
- British institute of Facilities Management (BIFM) qualifications at level 5
- specialised job roles in FM such as contract management, site planning and compliance
- membership of professional organisations

* BIFM qualifications have been integrated into the foundation degrees offered by Sheffield Hallam University and its licensed partners.

Apprentices will be able to apply for BIFM and the Royal Institution of Chartered Surveyors (RICS) associate membership.

Progression into the Level 4 Higher Apprenticeship hard services route can be from one of the following:

- advanced level apprenticeship in Building Services Engineering sector
- relevant experience in the sector
- level 3 Diploma in Construction and the Built Environment (Building Services) with relevant experience

Progression routes from:

- higher level apprenticeship in FM (generic or building services pathway)
- British Institute of Facilities Management (BIFM) qualifications at level 5 - 7
- foundation degree in FM and Facilities Services (subject to ACPL)*
- BTEC level 5 HND in Construction and the Built Environment (Building Services Engineering)
- progression to specialist roles such as energy efficiency and specialist building engineering projects

- membership of professional organisations

There are a number of professional organisations who recognise skills and knowledge gained through this higher apprenticeship. For an apprentice who completes this pathway membership can be sought from the Chartered Institution of Building Services Engineers (CIBSE), Chartered Institute of Building (CIOB), the Association of Building Engineers (ABE) and the British Institute of Facilities Management (BIFM).

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

N/A

Level 5

Title for this framework at level 5

Higher Apprenticeship in Facilities Management

Pathways for this framework at level 5

Pathway 1:	Facilities Management (Generic)
Pathway 2:	Facilities Management (Building Services)

Level 5, Pathway 1: Facilities Management (Generic)

Description of this pathway

Facilities Management (generic pathway):

Minimum credit value for this pathway: 120 credits

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Senior or Regional Facilities Manager	Managing soft FM services for a multi-site operation; developing services and mentoring site delivery teams; monitoring site performance against contract KPI's; planning and managing projects to ensure minimum disruption to the client; planning resource requirements and procuring services

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 5 Extended Diploma in Facilities Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	601/0044/8	BIFM	120	495	0

B2 - Foundation degree Award in Facilities Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B2a	000/0000/0	Sheffield Hallam University	240	N/A	0
B2b	000/0000/0	Westminster Kingsway College (under licence from Sheffield Hallam)	240	N/A	0

Relationship between competence and knowledge qualifications

There are two combined qualifications which apprentices can choose from, subject to their personal learning needs and previous prior experience. If the apprentice has a non-cognate degree then the BIFM qualification might be considered appropriate. If the apprentice does not have a degree then the FdA might be appropriate. Please note that the FdA has been mapped to the BIFM qualification thereby apprentices taking the FdA route would also receive qualification certificates from BIFM and would be eligible for free student membership.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	0
GCSE qualification in English (with enhanced functional content)	N/A	0

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	0
GCSE qualification (with enhanced functional content) in Mathematics	N/A	0

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Please note that the achievement of transferable skills is no longer a mandatory requirement for higher apprenticeships.

Progression routes into and from this pathway

Progression into this Higher Level Apprenticeship:

- higher (level 4) or advanced level apprenticeship in FM
- level 3 or 4 qualifications with relevant experience
- foundation degree in FM (year 1)
- relevant experience
- A levels or BTECs

Possible progression routes could be as follows:

- BIFM qualifications at level 6 and 7
- Sheffield Hallam BA (Hons) in FM
- membership of professional organisations such as BIFM and the Royal Institution of Chartered Surveyors (RICS)
- progression to senior roles within the sector such as business development, head of director of facilities

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

N/A

Level 5, Pathway 2: Facilities Management (Building Services)

Description of this pathway

Facilities Management (Building Services) = 264 credits

Competence qualification = 24 credits

Knowledge qualification = 240 credits

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Senior or Regional Building Services Manager	Managing the hard FM services for a multi-site operation either in-house or out-sourced; managing maintenance contracts; planning and implementing preventative building maintenance regimes; planning and managing new installations and ensuring the work meets building and health & safety regulations

Qualifications

Competence qualifications available to this pathway

C1 - Level 5 Certificate in Facilities Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8349/1	BIFM	24	98	0

Knowledge qualifications available to this pathway

K1 - Level 5 HND Diploma in Construction and the Built Environment (Building Services Engineering)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8274/7	Edexcel	240	980	0

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

This pathway requires detailed technical knowledge which is applied to the context of FM. The apprentice taking this pathway will choose optional units in the FM competency qualification which relate to the maintenance of the building, as well as asset, property and energy management.

If the HNC has already been achieved then 120 credits and 500 GLH can be counted as accredited prior learning towards the HND.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	0
GCSE qualification in English (with enhanced functional content)	N/A	0

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	0
GCSE qualification (with enhanced functional content) in Mathematics	N/A	0

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Please note that the achievement of transferable skills is no longer a mandatory requirement for higher apprenticeships.

Progression routes into and from this pathway

Progression routes into this framework:

- level 4 higher apprenticeship in FM (building services pathway)
- level 4 HNC in Construction and the Built Environment (Building Services Engineering) plus relevant experience
- relevant experience

Progression routes from this framework:

- BIFM qualifications at level 6 and 7
- BSC (Hons) in Building Services Engineering
- membership of professional organisations
- progression to senior roles such as head of estates and facilities and head of special projects
- possible progression to BA (Hons) in FM (subject to ACPL)

There are a number of professional organisations who recognise skills and knowledge gained through this Higher apprenticeship. For an apprentice who completes this pathway membership can be sought from the Chartered Institution of Building Services Engineers (CIBSE), Chartered Institute of Building (CIOB), The Association of Building Engineers (ABE) and the British Institute of Facilities Management (BIFM).

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

N/A

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Facilities Management is predominantly White (92%) and around 62% are male. In recent years the proportion of male staff has risen from 55% in 2004 to 62% in 2012. 26% of the facilities management workforce in England are aged 55 plus, compared to all English sectors of 17%. A small proportion of employees in the sector (7%) are aged between 16 and 24 and this figure is not as high as it is across all UK sectors (13%). When this is coupled with the high proportion of staff aged over 54 it is clear that the sector faces some issues around an ageing workforce and need to attract younger staff. 12% of the workforce have a disability.

The FM sector is not as easily defined as other industries in the economy and does not always enjoy the same profile. As a result, it is not always an obvious career choice for those entering the workforce and in the past there has not been a clear entry point into the industry. Consequently, staff tend to enter FM at a later stage in their career and are therefore typically older. There is a general lack of understanding amongst the population about Facilities Management as a career with good pay and prospects and professional status.

A report generated by the apprenticeship certification system showed the following profile of apprentices: 43% were women and 57% men, 13% were from ethnic minorities and 27% were aged 30 and below. The gender and ethnicity figures are encouraging but more work needs to be done on attracting the younger age group.

Asset Skills is taking the following steps to address these diversity issues in the workforce:

• Raising awareness in schools about FM and Facilities Services as a career through work with careers advisors
• Working with the Association of Women in Property and Women in FM
• Use of non stereotypical images on the careers website and materials
• Case studies of FM and Facilities Services Apprentices which reflect younger people, women and those from BME groups

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry. Employers and training providers are encouraged to offer additional support and mentoring to ensure that apprentices complete their training. Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the
Industry, using the 9 protected characteristics of:

1. Age
2. Disability
3. Gender

4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Asset Skills will monitor take up and achievement of all Apprenticeships through the Apprenticeship Review and Approvals Group (ARAG) and continue to take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to Higher Apprenticeship frameworks

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

N/A

Creative thinking

N/A

Independent enquiry

N/A

Reflective learning

N/A

Team working

N/A

Self management

N/A

Effective participation

N/A

Additional employer requirements

N/A

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For more information visit
www.afo.sscalliance.org