apprenticeship
FRAMEWORK

Facilities Management (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=FR03624

Issue date: 30 September 2015

Issued by
The Building Futures Group

apprenticeship
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Issued

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

Facilities Management (England)

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Framework summary

Facilities Management

Intermediate Level Apprenticeship in Facilities Services

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Facilities Services

Competence qualifications available to this pathway:

C1 - Level 2 Certificate in Property, Caretaking and Facilities Services (old version)

C2 - Level 2 Certificate in Facilities Services (new version)

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Facilities Services Principles

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Facilities Management

Advanced Apprenticeship in Facilities Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Facilities Management

Competence qualifications available to this pathway:

C1 - Level 3 Certificate in Facilities Management Practice

Knowledge qualifications available to this pathway:

K1 - Level 3 Certificate in Facilities Management

K2 - Level 3 Certificate in the Principles of Facilities Management

K3 - BTEC Level 3 Certificate in Facilities Management

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: 25	**This framework includes:**
Framework ID: FR03624	Level 2 Level 3
Date this framework is to be reviewed by: 28/07/2017	This framework is for use in: **England**

Short description

This Apprenticeship framework, ranging from Intermediate to Advanced level, has been designed with the help of employers to attract new people into the Facilities Management (FM) sector and to upskill the existing workforce with qualifications. 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.

Contact information

Proposer of this framework

Asset Skills on behalf of employers within the sector. Employers who played a major part in the development of this framework include Carillion, Interserve, Compass, G4S, SGP, MITIE and the NHS.

Developer of this framework

Name:	Gill Spatcher
Organisation:	The Building Futures Group (formerly Asset Skills)
Organisation type:	Sector Skills Council
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Issuing Authority's contact details

Issued by:	The Building Futures Group
Issuer contact name:	Julie Freemantle
Issuer phone:	020 7920 9632
Issuer email:	jfreemantle@thebuildingfuturesgroup.com

Revising a framework

Contact details

Who is making this revision:	Gill Spatcher
Your organisation:	The Building Futures Group (formerly Asset Skills)
Your email address:	gspatcher@thebuildingfuturesgroup.com

Why this framework is being revised

To add a QCF qualification from another awarding organisationsand to show the issuing authority change of address.

Summary of changes made to this framework

Same as above

Qualifications removed

N/A

Qualifications added

Advanced

601/7901/6 iCQ Level 3 Certificate in Facilities Management (QCF)

Qualifications that have been extended

null

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 able 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

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 Facilities Managers were optimistic about the sector with 96% planning to expand their business in 2013 and a significant proportion looking to increase staff numbers – 42% of responses predicted a 10% rise in staff numbers. 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.

The framework will also contribute to meeting the wider skills priorities for England by:

- providing flexible access to a high quality Level 2 and 3 skills programme, which act as a real alternative to GCSEs and A levels for those who prefer this style of learning and achievement;
- incorporating skills to improve the general literacy, numeracy in England;
- using technical and competence qualifications, valued by employers, to help their businesses grow and remain competitive;
- developing Apprentice's Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives;
- developing Apprentice's employability skills, making them more attractive to all employers whichever career they choose;
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow.

Facilities Management is a new industry and there has not been a traditional route into the

sector. The FM apprenticeships will help to address this and to professionalise the role. Employers have been involved with the design of the qualifications in this framework which will develop the critical skills required within the sector.

Advanced Apprentices will work as Assistant Facilities Manager, team leader or be employed in a trainee role, resolving problems and ensuring the smooth running of facilities and services. Intermediate apprentices will work as multi-skill Facilities operatives, reporting to Facilities Managers, and will undertake a variety of duties depending on customer and organisational requirements.

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 2 through to level 3
3. provide clear and flexible entry routes into the sector leading to higher level jobs and professional status
4. make FM a career of choice for people new to the sector

Please refer to the Asset Skills website for more information:
http://www.assetskills.org/Research/LabourMarketInformation/LabourMarket.aspx?#ResearchStateoftheSector

Entry conditions for this framework

Employers are looking to attract applicants from a wide range of backgrounds and experience. Applicants will be expected to have basic literacy and numeracy skills on which this apprenticeship will build, be willing to work as part of a team and have a keen interest in providing high standards of customer service.

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

For more information on entry conditions please refer to the Intermediate and Advanced specific guidance.

If accredited prior learning has taken place Asset Skills recommends that the apprenticeship programme be tailored to allow the apprentice to undertake new learning and develop new skills, including learning at a higher level. This is especially important in the area of Functional Skills.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Facilities Services

Pathways for this framework at level 2

Pathway 1:	Facilities Services

Level 2, Pathway 1: Facilities Services

Description of this pathway

Total number of credits for this framework is 43. This consists of the following:

Competency qualification = 20

Knowledge qualification = 13

Functional Skills = 10

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

There are no minimum requirements and formal qualifications are not necessary. However, some duties may involve working at heights, working in enclosed spaces and outdoor work in all weather conditions.

Job title(s)	Job role(s)
Facilities Services Operative	duties include all or some of the following: securing the site, setting up rooms for events, assist with cleaning, site emergency and evacuation procedures, porterage, carrying out minor maintenance repairs, reading energy meters and using the intelligent BMS to control heating and ventilation.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Property, Caretaking and Facilities Services (old version)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0198/7	ABBE	20	149	N/A
C1b	600/0026/0	WAMITAB	20	149	N/A

C2 - Level 2 Certificate in Facilities Services (new version)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/5476/1	City and Guilds	20	149	N/A
C2b	600/5859/6	Edexcel	20	149	N/A
C2c	600/6925/9	BIFM	20	149	N/A
C2d	600/8159/4	IQ	20	149	N/A
C2e	601/1752/7	NOCN	20	149	N/A
C2f	601/3810/5	FAQ	20	149	N/A
C2g	601/6722/1	Gateway Qualifications	20	149	N/A
C2h	601/7532/1	iCQ	20	149	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Facilities Services Principles					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/5449/9	Edexcel	13	103	N/A
K1b	600/5477/3	City & Guilds	13	103	N/A
K1c	600/6308/7	WAMITAB	13	103	N/A
K1d	600/6861/9	BIFM	13	103	N/A
K1e	600/8259/8	IQ	13	103	N/A
K1f	600/7959/9	NOCN	13	103	N/A
K1g	601/3693/5	FAQ	13	103	N/A
K1h	601/6723/3	Gateway Qualifications	13	103	N/A
K1i	601/7533/3	iCQ	13	103	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The knowledge qualification provides a broader understanding of knowledge requirements for the sector.

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	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *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	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *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)

ICT Functional skill is not a requirement of this framework. A review of job roles shows that formal ICT skills are not necessary. Apprentices do not have access to computers and would tend to use portable PDA units for communication purposes. In-house training will be given to use the Building Management systems.

Progression routes into and from this pathway

Progression into this Intermediate Level Apprenticeship

Apprentices can enter Facilities Services from any background and qualifications are not essential

Possible progresson routes could be as follows:

- Advanced Level Apprenticeship in Facilities Management
- Progression to team leader, supervisor roles
- Level 3 Diploma in Property, Caretaking and Supervision Skills
- First Line Management qualifications at Level 3
- Lateral move to an Intermediate level Building Services apprenticeship
- Possible progression to an Advanced level Building Services apprenticeship (subject to relevant work experience)

Ultimately the apprentice could progress to a higher level management position in Facilities Management, managing several contracts and a large number of staff.

For further information about careers in Facilities Services and Management visit:

http://www.asse tskills.org/CareersandTraining/CareersHome.aspx

Employee rights and responsibilities

All apprentices MUST receive an induction to the workplace and to the apprenticeship programme. ERR will be delivered through one of two options, either a checklist or workbook, which will ensure that the apprentice knows and understands each of the nine national outcomes for ERR. Having this choice gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them.

RECOGNITION OF ERR:

On completion of the ERR checklist, or workbook, the evidence must be placed in the apprentice's portfolio for quality assurance purposes. The workbook declaration of completion must be signed by the apprentice and training provider, or employer, and uploaded to ACE in order to claim the final certification and as proof that the ERR mandatory element has been completed.

The checklist and workbook can be found on the Asset Skills website:
http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/Ap prenticeships.aspx

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Facilities Management

Pathways for this framework at level 3

Pathway 1:	Facilities Management

Level 3, Pathway 1: Facilities Management

Description of this pathway

The minimum number of credits for this framework is 59. This consists of the following:

Competency qualification = 28

Knowledge qualification = 21

Functional Skills = 10

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

There are no minimum requirements and formal qualifications are not necessary but employers are keen to hear from applicants who have experience in related sectors such as catering, cleaning, customer service, construction, engineering and hospitality.

Job title(s)	Job role(s)
Trainee/Assistant Facilities Manager	The Assistant FM will manage a small team in one, or more facilities. They will be responsible for budgets, business planning, health and safety, energy management, customer service and relationship management. Depending on the role they may have to operate intelligent building systems.
Facilities Services Team Leader	Supervising a small team in one or more facilities or types of service.Types of facilities would be building maintenance, catering, cleaning, reception and security. Similar duties to the Trainee/Assistant Facilities Manager but on a smaller scale.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Facilities Management Practice

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0031/4	WAMITAB	31	154-211	N/A
C1b	600/0605/5	City & Guilds	31	154-248	N/A
C1c	600/0486/1	Edexcel	31	139-211	N/A
C1d	600/2146/9	Skillsfirst	31	154	N/A
C1e	600/6533/3	IQ	31	154-216	N/A
C1f	600/7751/7	BIFM	28	142	N/A
C1g	601/1798/9	NOCN	31	154	N/A
C1h	601/6729/4	Gateway Qualifications	31	154	N/A
C1i	601/7534/5	iCQ	31	154	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Facilities Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/5685/X	ILM	21	82-110	N/A
K1b	601/1722/9	WAMITAB	22	82-110	N/A
K1c	600/7750/5	BIFM	28	107-135	N/A
K1d	601/7901/6	iCQ	21	104-155	N/A

K2 - Level 3 Certificate in the Principles of Facilities Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/8163/6	Industry Qualifications (IQ)	21	82-92	N/A
K2b	601/5323/4	NOCN	21	82-92	N/A
K2c	601/6728/2	Gateway Qualifications	21	72-92	N/A

K3 - BTEC Level 3 Certificate in Facilities Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	601/5379/9	Pearson	21	72	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Certificate in FM provides the underpinning knowledge for the competency qualification, FM Practice, and a broader depth of knowledge.

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	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *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	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *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)

ICT functional skill is not a mandatory requirement for this framework. The work roles have varying levels of ICT requirements and the generic ICT Functional Skills are too broad to accommodate this. Training will be given to apprentices to use in-house software systems such as specialist FM intelligent building systems.

Progression routes into and from this pathway

Progression into this Advanced level apprenticeship

Applicants will come from a variety of routes which may include any of the following:

- Previous experience in, or an Intermediate level Apprenticeship in Building Services, Construction, Catering, Cleaning, Customer Services and Business Administration.
- Intermediate Level Apprenticeship in Team Leading
- Intermediate Level Apprenticeship in Facilities Services
- 14 - 19 Diploma in Construction and the Built Environment

Progression from this Advanced Apprenticeship

- Level 4 Certificate in Facilities Management Practice, or the British Institute of Facilities Management (BIFM) qualifications at Level 4, 5 and 6
- Higher Level Apprenticeship in Facilities Management (either level 4 or 5)
- Into high level management positions as a Senior Manager , managing multiple contracts with numerous staff
- Foundation degree in Facilities Management
- Progression through membership of professional organisations

On completion of the apprenticeship apprentices can apply for Associate membership of the Royal Chartered Institute of Surveyors (RICS) and the British Institute of Facilities Management (BIFM).

For further information about careers in Facilities Management visit :

http://www.asse tskills.org/CareersandTraining/CareersHome.aspx

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

DELIVERY AND ASSESSMENT OF ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme. ERR will be delivered through a workbook which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR.

RECOGNITION OF ERR:
Asset Skills has developed an ERR workbook which meets the nine national outcomes. This workbook is mandatory and it is intended to be completed during induction. The workbook must be assessed and must be signed off by the apprentice, the training provider and the employer. The workbook must be retained in the apprentice's portfolio for quality assurance purposes. The workbook declaration of completion must be signed by the apprentice and training provider, or employer, and uploaded to ACE in order to claim the final certification and as proof that the ERR mandatory element has been completed.

The workbook can be downloaded at:

http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/FacilitiesManagementApprenticeshipInformation.aspx

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.

Facilities Services, which represents level 2 job roles, is predominately white (94%) and male (84%). 70% of employees in the sector are aged 45+ and 22% are disabled. Due to these statistics the sector wishes to recruit more young people and those from under-represented groups.

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.

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 more 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

Intermediate Level Apprenticeship in Facilities Services

The total minimum amount of on and off the job guided learning hours (GLH) for this apprenticeship is 342 hours made up as follows:

- 149 GLH for the Certificate in Facilities Services
- 103 GLH for the Certificate in Facilities Services Principles
- 90 GLH for Key/Functional Skills

Advanced Level Apprenticeship in Facilities Management

The total minimum amount of on and off the job guided learning hours (GLH) for this apprenticeship is 334 hours made up as follows:

- 142 GLH for the Certificate in FM Practice
- 82 GLH for the ILM Certificate in FM
- 90 GLH for Key/Functional Skills
- 20 GLH for mentoring, PLTS and ERR induction and recording.

Information relating to Intermediate and Advanced Levels

The minimum duration for both levels is twelve months. For apprentices aged 19 or over, the length of the programme can be reduced for relevant prior learning which has been recorded. Where this is the case the apprenticeship will not be less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice. The minimum hours of employment for an apprentice should be at least 30 hours per week. All apprentices commencing their apprenticeship on or after the 6th April 2012 must have an Apprenticeship agreement between the employer and the apprentice.

Minimum off-the-job guided learning hours

Off-the-job GLH are the hours associated with learning that takes place "away from the

immediate pressures of the job" for example, in a training room on the employers' premises.

Intermediate Level Apprenticeship in Facilities Services

Providers must ensure that a minimum of 148 GLH are completed off-the-job. This consists of 103 GLH for the knowledge qualification and 45 GLH for functional/key skills.

Advanced Level Apprenticeship in Facilities Management

Providers must ensure that a minimum of 147 GLH are completed off-the-job, which comprises 82 GLH for the ILM knowledge certificate, 45 GLH for Functional Skills and 20 GLH for mentoring, ERR induction and PLTS recording.

How this requirement will be met

GLH should :

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; private study in work time;
- GLH will need be to be recorded via log books, timesheets and registers

Evidence of off-the-job GLH

Intermediate Level Apprenticeship in Facilities Services

- Achievement of the Level 2 Certificate in Facilities Services Principles
- Key or Functional Skill Certificates
- PLTS checklist or workbook signed by the apprentice and training provider
- ERR checklist or workbook signed by the apprentice and training provider
- A declaration form signed by the provider stating that the GLH has been met

Advanced Level Apprenticeship in Facilities Management

- Achievement of the Level 3 Certificate in Facilities Management
- Key or Functional Skill Certificates
- PLTS workbook signed by the apprentice and training provider

- ERR workbook signed by the apprentice and training provider
- A declaration form signed by the provider stating that the GLH has been met

Minimum on-the-job guided learning hours

On-the-job GLH consists of learning which encourages and enables apprentices to demonstrate practical job related skills and to practice and apply these skills in the context of a job.

Intermediate Level Apprenticeship in Facilities Services

On-the-job is 194 hours over a period of 12 months which represents 149 GLH for the competency qualification and 45 GLH for functional/key skills.

Advanced Level Apprenticeship in Facilities Management

On-the-job GLH is 187 hours over a period of 12 months which represents 142 GLH for the competency qualification and 45 GLH for Functional Skills.

How this requirement will be met

On-the-job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- recording will be via a simple log or diary recording what training and learning has taken place and placed in the apprentice's portfolio.

Evidence for on-the-job GLH will include:

Intermediate Level Apprenticeship in Facilities Services

- Level 2 Certificate in Facilities Services
- Key or Functional Skills certificates
- PLTS checklist or workbook signed by the apprentice and training provider

- ERR checklist or workbook signed by the apprentice and training provider
- A declaration form signed by the provider stating that on the job GLH has been met

Advanced Level Apprenticeship in Facilities Management

- Level 3 Certificate in Facilities Management Practice
- Key or Functional Skills certificates
- PLTS workbook signed by the apprentice and training provider
- ERR workbook signed by the apprentice and training provider
- A declaration form signed by the provider stating that the on the job GLH has been met

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

PLTS have been mapped to the mandatory units of the competency qualification to demonstrate where these skills occur naturally. Where the mapping shows that evidence is weak then PLTS must be integrated into the apprenticeship programme, such as ERR, Functional Skills or the general activities performed by the apprentice in the course of their job role or through the apprenticeship. Asset Skills has produced a PLTS mapping and guidance document for all levels.

Evidencing of PLTS

Intermediate Level - apprentices will be able to choose which PLTS documentation to complete. This gives the apprentice the flexibiity to complete PLTS in a way that is most appropriate to them. The apprentice will need to complete the PLTS checklist or workbook, to ensure they have an awareness of the requirements and can evidence where they have demonstrated these skills. The checklist or workbook will need to be placed in the apprentice's portfolio for quality assurance purposes and the sign off sheet sent to Asset Skills

Advanced Level - apprentices will need to complete the PLTS workbook in order to evidence PLTS and to help them recognise the skills they have developed.

For Intermediate and Advanced levels the evidence will need to be placed in the apprentice's portfolio for quality assurance purposes and the sign off sheet sent to the certifying authority for final certification.

The PLTS guidance and mapping documentation and associated paperwork can be found on the Asset Skills website:

http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/FacilitiesManagementApprenticeshipInformation.aspx

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways

- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Apprentices must be introduced to Creative Thinking during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence

Apprentices must be introduced to Independent Enquiry during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Apprentices must be introduced to Reflective Learning during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution

- providing constructive support and feedback to others

Apprentices must be introduced to Team Working during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Apprentices must be introduced to Self Management during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own

Apprentices must be introduced to Effective Participation during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Additional employer requirements

There are no additional employer requirements for this apprenticeship.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org