



FACILITIES MANAGEMENT

SUPERVISOR

Level 3 Standard



FACILITIES MANAGEMENT SUPERVISOR LEVEL 3

Managing the working environment

Facilities Managers are in a variety of organisations. Specific job roles at this level may include: Facilities Management Supervisors, Facilities Management Coordinators and Facilities Management Administrators.

Grey Seal support managers to have the knowledge, skills and behaviours to deliver on their responsibilities and personally develop within their role. They will learn new ideas, theories and methods as well as consolidating existing knowledge and experience. Having this knowledge and with the support of their Trainer they will have the confidence to put new knowledge into practice.

Facilities Management encompasses multi-disciplinary activities within the built environment and the management of their impact upon people and the workplace. Effective Facilities Management, combining resources and activities, is vital to the success of any organisation. At a corporate level, it contributes to the delivery of strategic and operational objectives. On a day-to-day level, effective Facilities Management provides a safe and efficient working environment, which is essential to the performance of any business – whatever its size and scope. Within this fast growing professional discipline, facilities managers have extensive responsibilities for providing, maintaining and developing myriad services. These range from property strategy, space management and communications infrastructure to building maintenance, administration and contract management.

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

COURSE CONTENT

To develop rounded Facilities Supervisors we cannot focus on knowledge alone. Supervisors need to be able to use the information they learn to develop skills and behaviours enabling them to be effective

Grey Seal trainers are experienced Facilities Managers who train knowledge and support Supervisors to use this in their roles. Each module supports the knowledge, skills and behaviours to be effective. They fall under 12 main strands but can be delivered in different order



FACILITIES MANAGEMENT SUPERVISOR LEVEL 3

MODULES

KNOWLEDGE & SKILLS

Facilities Management in Context

Facilities Management within the context of the employing organisation (Hard Facilities Management, Soft Facilities Management, Total or Integrated Facilities Management)

Health and Safety

Management of Health and Safety in accordance with employing organisation and client / customer requirements for the facilities management service they are

Developing Relationships

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

Assessing Risk

Develop and implement risk assessment plans in accordance with the requirements for the facilities management service they are supervising

Delegation

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

Costs and Budgeting

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

FACILITIES MANAGEMENT SUPERVISOR LEVEL 3 MODULES

MODULES

KNOWLEDGE & SKILLS

Procurement

Procure supplies for the facilities management service and maintain relationships with suppliers

Customer Service

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

Problem Solving

Solve day to day problems to ensure the facilities management service meets its service targets and contractual requirements

Performance Management

Manage the day to day performance of staff and contribute to their development

Resource Management

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

Personal Development

Take responsibility for own development of skills and knowledge

Behaviours required for occupational competence

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

Professional Recognition

Apprentices will receive up to two years studying membership of the Institute of Workplace and Facilities Management (IWFM) and on completion of the apprenticeship will meet the qualifying criteria for Associate Membership of the Institute. Further progress can be made post apprenticeship through the professional membership pathway which ultimately leads to

ON-PROGRAMME ASSESSMENT

EPA ASSESSMENT GATEWAY

COURSE DESIGN AND TRAINING DELIVERY

Grey Seal has an integrated approach to the assessment of knowledge, skills and behaviours. The on-programme assessment will give an indication of performance against the final outcomes defined in the standard. Each programme whilst covering all the areas required will be individualised as much as possible to take account of learning styles, time allocation etc.

During the programme, apprentices will be building a portfolio of work-based and academic evidence.

Apprentices will be developing a reflective log which will enable them to reflect on their experiences and learning. It will allow them to reflect on their strengths and areas for development. It is recommended that wherever possible the evidence collected makes use of video or audio technologies.

Methods and time scales of training delivery are tailored to the learner, topic and the facilities available. For example, some topics may be better delivered in a workshop style but depending on facilities and locations of learners this can be undertaken by getting together in a small group or getting together online using our video conferencing software.

Delivery can be adjusted to suit the learner and organisation.

We use a variety of training methods and resources that can include:

- Trainer led group training sessions / workshops face to face or online using video conferencing
- Individual training sessions face to face, telephone or video conferencing
- Resources – paper based, electronic and signposted external resources
- Online portfolio that can be accessed by learner and designated organisational contact e.g., line manager / HR
- Virtual learning environment
- Individualised approach
- Access to a Trainer through the portfolio, phone, text, email, IM ...
- Follow a personalised programme for Maths and English to provide learning resources to cover an individual learner's weaker areas
- All Trainers are subject specialists with strong experience within the sector they are training in as well as being qualified Trainers

Apprentices must demonstrate that they meet the knowledge, skills behaviours of the standard before being considered for the EPA. The decision as to whether apprentices are ready to undertake the EPA should be made jointly by a panel comprising the employer and the training provider.

The employer makes the final decision. Training providers are responsible for convening such panels on an as needs basis.



END POINT ASSESSMENT

The EPA will contain two components:

ASSESSMENT METHOD

Knowledge Test

A knowledge test that will consist of 10 structured questions (short-answer) and 20 multiple choice questions to assess a sample of knowledge across the standard. The maximum duration of the knowledge test will be 90 minutes. The knowledge test will be sat under invigilated conditions and marked by the end-point assessment organisations (i.e. externally). The assessments will be graded pass/fail/distinction.

Competency Based Interview

A competency based interview to assess the knowledge, skills and behaviours across the standard. The duration of the competency based interview will be 45-60 minutes. The competency based interview will be assessed by the end-point assessment organisations and graded pass/distinction/fail

The apprentices must undertake the knowledge test first and are required to pass before they can undertake the competency based interview.

Both components in the end-point assessment will be graded (Pass/Distinction/Fail) and will contribute to the final overall grade for the apprenticeship.

To achieve an overall grade of “Distinction” an apprentice must achieve a Distinction in both components of the end-point assessment.

The pass mark for a Pass and Distinction for both EPA components will be 70% pass and 90% distinction.

Where an apprentice fails an assessment, any retakes will be awarded a maximum of a Pass.

The written test will be conducted under invigilated conditions. The test will be delivered either onscreen or as a paper based test.

The competency based interview will be delivered in a suitable venue, free from disturbances and of sufficient size to hold the apprentice and a panel of two independent assessors.



greyscale