



FACILITIES MANAGEMENT SUPERVISOR

Key information

Reference: ST0170

Version: 1.1

Level: 3

Typical duration to gateway: 18 months

Typical EPA period: 3 months

Maximum funding: £5000

Route: Construction and the built environment

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Lars code: 162

EQA provider: Ofqual

Review: This apprenticeship standard will be reviewed after three years.

End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the facilities management supervisor apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Facilities management supervisor apprentices, their employers and training providers should read this document.

A full-time facilities management supervisor apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - project: report with presentation and questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

<p>On-programme - typically 18 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's occupational standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the project: report with presentation and questions, the apprentice must submit a 500 word project proposal. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. A brief project summary must be submitted to the EPAO. It should be no more than 500 words. This needs to show that the project will provide the opportunity for the apprentice to cover the KSBs mapped to this assessment method. It is not assessed.</p> <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Project: report with presentation and questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 4 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a 500 word project proposal for the project: report with presentation and questions
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 3 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Project: report with presentation and questions

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- project with a project output
- presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because: it allows for the assessment of KSBs that take place over a long period of time it allows for a broad set of KSBs to be evidence during the post-gateway period it assesses knowledge, skills and behaviour holistically it can produce something that is of genuine business benefit to the apprentice's employer it allows the apprentice to directly demonstrate KSBs relating to communication and presentation it allows for the presentation of evidence and testing of responses where there are a range of potential answers it can be conducted remotely, potentially reducing cost.

Delivery

The apprentice must complete a project based on any of the following:

a specific problem, recurring theme, idea or an opportunity.

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of project report.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the project report and any presentation materials are submitted.

Component 1: A project with project report

The project report must include at least:

- an executive summary (or abstract)
- an introduction
- the scope of the project (including key performance indicators, aims and objectives)
- a project plan
- research outcomes
- data analysis outcomes
- project outcomes
- discussion of findings
- recommendations and conclusions
- references
- appendix containing mapping of KSBs to the report

The project report must have a word count of 2500 words. A tolerance of 10% above or below the word count is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the output evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the project report and any presentation materials to the EPAO by the end of week of the EPA period.

Component 2: Presentation with questions

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, project report and presentation.

The presentation should cover:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The presentation with questions must last 45 minutes. This will typically include a presentation of 20 minutes and questioning lasting 25 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required

- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the project report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The apprentice must submit their presentation materials to the EPAO at the same time as the project report - by the end of week 8 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the presentation with questions.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the project report and presentation with questions
- the apprentice's answers to questions
- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room, free from distractions and influence.

The presentation with questions can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

It allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis. It is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge.

This method allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the independent assessor to show how they demonstrate the occupation's KSBs and that they are occupationally competent.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- health, safety and safe working practices
- facilities management function
- EDI and wellbeing
- CPD
- continuous improvement

The EPAO must give an apprentice 10 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 30 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 4 questions. The independent assessor must use the questions from the EPAO's question bank.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence. Additional venue requirements include:

The professional discussion should take place in a quiet space, free from distractions and influence. The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing

The underpinning portfolio will have been submitted in line with EPAO requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion areas for the professional discussion.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Project: report with presentation and questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Environmental and Sustainability K5 K6 S5 S6 B2	<p>Applies sustainability principles, practices and techniques in line with sustainability regulations and organisational procedures to monitor and resolve problems in the facilities management environment which impact climate change. (K5,S5)</p> <p>Considers cost, quality, safety, security and the environmental impact when sourcing and using resources and equipment in the facilities management environment. (K6,S6, B2)</p>	Explains the consequences to themselves and the business of not applying sustainability regulations and organisational procedures to monitor and resolve problems in the facilities management environment which impact climate change. (K5, S5)
Customer and stakeholder expectations K11 K12 K13 K17 S9 S11 S12 B5	<p>Adapts to new and changing situations in a facilities management context, using verbal communication in a way which meets the needs of the audience and the situation. (K17, S12, B5)</p> <p>Creates, maintains and enhances collaborative working relationships with internal and external stakeholders. (K13, S11)</p> <p>Plans, prioritises and delegates tasks and issues to the facilities team for resolution to meet SLA and KPIs in line with the contractual agreement within the organisation. (K11, K12, S9)</p>	Evaluates their approach to delivering commercial KPIs and meeting SLAs in their role. (K11, K12, S9)
Facilities management finance and reporting K14 K15 S10 S13 S14 S16	<p>Uses information and digital technology to analyse and monitor the annual budget and cost centre financial performance of the facilities function, in line with the organisational targets. (K14, S10, S14)</p> <p>Investigates facilities related queries to establish underlying causes and identify potential solutions. (S13)</p> <p>Communicates findings and solutions with internal and external stakeholders through written reports and digital means using sector specific terminology and adapting to audience needs (K15, S16)</p>	Demonstrates how their application of financial planning has resulted in a positive impact to the departmental budget spending. (S14)
Health and Safety K3 K4 S3 S4 B1	<p>Supervises others when using facilities management environment tools and equipment in line with manufacturer's instructions and organisational procedures. (K4, S4)</p> <p>Complies with safe systems of work and promotes this to others through their actions including the use of risk assessments, method statements and control measures in line with legal and regulatory compliance, and organisational procedures. (K3, S3, B1)</p>	Explains the importance of risk assessments, method statements and safe systems of working to the facilities management sector. (S4, B1)
Problem resolution and limits of authority K8 K18 S8 B3	<p>Uses problem solving techniques to create solutions to complex problems within their levels of authority. Escalates issues beyond their level of authority consulting with management in line with organisational policy and procedures. (K8, K18, S8)</p> <p>Acts ethically to investigate queries and underlying causes to identify potential solutions. (B3)</p>	Explains their choice of applied problem solving techniques, identifying the benefits and risks to meeting the project objectives. (K8, K18, S8)

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Health and safety, safe working practices. K2 S2	Describes how they select and apply health and safety and building regulations and codes of practice appropriate to the task, their occupation, and supervisory responsibilities, complying with organisational, statutory and regulatory requirements. (K2, S2)	N/A
Continuous improvement K16 S15	Explains how they have applied a continuous improvement technique to create a solution to a facilities management related issue or process in their own work. (K16, S15)	Explains what the impact of their continuous improvement activity has been and how it has benefited their organisation. (K16, S15)
Facilities Management function K1 K7 S1 S7	Explains how they supervise the facilities management function in line with its characteristics, features and organisational requirements. (K1, S1) Describes how they lead a team of facilities personnel in line with organisational requirements. (K7, S7)	N/A
EDI and Wellbeing K9 K10 B4	Describes mental and physical health considerations of themselves and others, and identifies sources of support available for themselves and others. (K9) Explains how they promote inclusive practices in the workplace through the application of equity, diversity and inclusion legislation in their role. (K10, B4)	N/A
CPD B6	Describes the continued professional development (CPD) activities they have carried out and recorded to meet personal and organisation development needs, showing a commitment to future CPD. (B6)	Evaluates what the impact of CPD they have undertaken has been to their area of practice, and how it has benefited the business. (B6)

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the project: report with presentation and questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall distinction, the apprentice must achieve a distinction in all the assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PROJECT: REPORT WITH PRESENTATION AND QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail

Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 4 weeks to rework and submit the amended project report.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade off pass they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year

	<ul style="list-style-type: none"> • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

how an apprentice qualifies for reasonable adjustment

- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector
- meet the following minimum requirements:
 - appoint independent assessors who have knowledge of the following occupational areas - facilities management.

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 Characteristics and features of facilities management: hard, soft, total or integrated, personnel.	Professional discussion underpinned by a portfolio of evidence
K2 Awareness of health and safety regulations and codes of practice, relevance to the occupation and the own responsibilities. Health and Safety at Work Act. Control of Substances Hazardous to Health (COSHH). Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Business continuity plans (BCP). Building regulations. Life support systems. L8 water hygiene. Manual handling. Personal Protective Equipment (PPE). Working at height. Working in confined spaces. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls.	Professional discussion underpinned by a portfolio of evidence
K3 Methods and policies to promote safe working; risk assessments, method statements and safe systems of work.	Project: report with presentation and questions
K4 Manufacturer's instructions; facilities management environment tools and equipment: for example, plant, machinery, electrical equipment, manual maintenance tools.	Project: report with presentation and questions
K5 Sustainability legislation and regulations: current and developing sustainable principles, practices and techniques.	Project: report with presentation and questions
K6 Sustainable procurement methods and practices: and use of resources, equipment and supplies.	Project: report with presentation and questions
K7 Principles of leadership: supervisory, teamwork, and coaching techniques.	Professional discussion underpinned by a portfolio of evidence
K8 Scope and limits of authority within own role and knowing when to escalate issues and to whom.	Project: report with presentation and questions
K9 Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available.	Professional discussion underpinned by a portfolio of evidence
K10 Legislative guidance relating to equity, diversity and inclusivity in the workplace.	Professional discussion underpinned by a portfolio of evidence
K11 Principles of contract management including prioritisation and issue resolution.	Project: report with presentation and questions
K12 Service Level Agreements (SLAs) and Key Performance Indicators (KPIs) their purpose and value in a facilities management environment.	Project: report with presentation and questions
K13 Stakeholder management and relationship building: internal and external, clients, customers, colleagues and building users.	Project: report with presentation and questions
K14 Principles of financial management in a facilities environment including, annual budgets and cost centre management.	Project: report with presentation and questions
K15 Written and digital communication techniques. Plain English principles. Facilities terminology. Report writing.	Project: report with presentation and questions

K16 Principles and techniques of continuous improvement, for example lean, 6-sigma, KAIZEN.	Professional discussion underpinned by a portfolio of evidence
K17 Verbal communication techniques. Giving and receiving information. Matching style to audience. Barriers in communication and how to overcome them. Facilities terminology.	Project: report with presentation and questions
K18 Problem solving techniques for example diagnostics, root cause analysis DMAIC (Define, Measure, Analyse, Improve, Control), PDCA (Plan Do Check Act).	Project: report with presentation and questions

SKILL	ASSESSMENT METHODS
S1 Supervise the facilities management function.	Professional discussion underpinned by a portfolio of evidence
S2 Comply with health and safety regulations, building regulations, codes of practice and organisational policies and procedures.	Professional discussion underpinned by a portfolio of evidence
S3 Comply with risk assessments, method statements and safe systems of work and apply control measures.	Project: report with presentation and questions
S4 Supervise others when using facilities management environment tools and equipment for example, plant, machinery, electrical equipment, manual tools.	Project: report with presentation and questions
S5 Apply sustainable processes and practices, monitoring and solving sustainability problems which impact climate change in the facilities management function within their organisation.	Project: report with presentation and questions
S6 Use resources to complete tasks, with consideration for cost, quality, safety, security and environmental impact.	Project: report with presentation and questions
S7 Lead a team of facilities personnel.	Professional discussion underpinned by a portfolio of evidence
S8 Apply problem solving techniques to create solutions to complex problems within limits of authority within own role and consult line management.	Project: report with presentation and questions
S9 Plan, prioritise and delegate tasks to the facilities team for completion.	Project: report with presentation and questions
S10 Use information and digital technology to analyse data to monitor performance.	Project: report with presentation and questions
S11 Create, maintain and enhance collaborative working relationships with internal and external stakeholders.	Project: report with presentation and questions
S12 Communicate verbally with internal and external stakeholders Give and receive information. Matching style to audience. Recognising barriers in communication and how to overcome them. Facilities terminology.	Project: report with presentation and questions
S13 Investigate queries to find underlying cause and identify potential solutions.	Project: report with presentation and questions
S14 Apply financial management principles in department budget spending.	Project: report with presentation and questions
S15 Apply continuous improvement techniques to devise potential solutions.	Professional discussion underpinned by a portfolio of evidence
S16 Communicate with internal and external stakeholders using sector specific terminology through written means.	Project: report with presentation and questions

BEHAVIOUR	ASSESSMENT METHODS
B1 Take responsibility for own actions and for the actions of those under their supervision or direction to promote safety.	Project: report with presentation and questions
B2 Considers the environment and sustainability.	Project: report with presentation and questions
B3 Act ethically.	Project: report with presentation and questions
B4 Promote an inclusive workplace for example respectful of different views.	Professional discussion underpinned by a portfolio of evidence
B5 Adapt to new and changing situations with clients and customers.	Project: report with presentation and questions
B6 Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice and supports others' professional development.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Project: report with presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Environmental and Sustainability K5 K6 S5 S6 B2	Sustainability legislation and regulations: current and developing sustainable principles, practices and techniques. (K5) Sustainable procurement methods and practices: and use of resources, equipment and supplies. (K6)	Apply sustainable processes and practices, monitoring and solving sustainability problems which impact climate change in the facilities management function within their organisation. (S5) Use resources to complete tasks, with consideration for cost, quality, safety, security and environmental impact. (S6)	Considers the environment and sustainability. (B2)
Customer and stakeholder expectations K11 K12 K13 K17 S9 S11 S12 B5	Principles of contract management including prioritisation and issue resolution. (K11) Service Level Agreements (SLAs) and Key Performance Indicators (KPIs) their purpose and value in a facilities management environment. (K12) Stakeholder management and relationship building: internal and external, clients, customers, colleagues and building users. (K13) Verbal communication techniques. Giving and receiving information. Matching style to audience. Barriers in communication and how to overcome them. Facilities terminology. (K17)	Plan, prioritise and delegate tasks to the facilities team for completion. (S9) Create, maintain and enhance collaborative working relationships with internal and external stakeholders. (S11) Communicate verbally with internal and external stakeholders Give and receive information. Matching style to audience. Recognising barriers in communication and how to overcome them. Facilities terminology. (S12)	Adapt to new and changing situations with clients and customers. (B5)
Facilities management finance and reporting K14 K15 S10 S13 S14 S16	Principles of financial management in a facilities environment including, annual budgets and cost centre management. (K14) Written and digital communication techniques. Plain English principles. Facilities terminology. Report writing. (K15)	Use information and digital technology to analyse data to monitor performance. (S10) Investigate queries to find underlying cause and identify potential solutions. (S13) Apply financial management principles in department budget spending. (S14) Communicate with internal and external stakeholders using sector specific terminology through written means. (S16)	None
Health and Safety K3 K4 S3 S4 B1	Methods and policies to promote safe working; risk assessments, method statements and safe systems of work. (K3) Manufacturer's instructions; facilities management environment tools and equipment: for example, plant, machinery, electrical equipment, manual maintenance tools. (K4)	Comply with risk assessments, method statements and safe systems of work and apply control measures. (S3) Supervise others when using facilities management environment tools and equipment for example, plant, machinery, electrical equipment, manual tools. (S4)	Take responsibility for own actions and for the actions of those under their supervision or direction to promote safety. (B1)
Problem resolution and limits of authority	Scope and limits of authority within own role and knowing	Apply problem solving techniques to create solutions to complex	Act ethically. (B3)

K8 K18 S8 B3	when to escalate issues and to whom. (K8) Problem solving techniques for example diagnostics, root cause analysis DMAIC (Define, Measure, Analyse, Improve, Control), PDCA (Plan Do Check Act). (K18)	problems within limits of authority within own role and consult line management. (S8)	
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Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and safety, safe working practices. K2 S2	Awareness of health and safety regulations and codes of practice, relevance to the occupation and the own responsibilities. Health and Safety at Work Act. Control of Substances Hazardous to Health (COSHH). Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Business continuity plans (BCP). Building regulations. Life support systems. L8 water hygiene. Manual handling. Personal Protective Equipment (PPE). Working at height. Working in confined spaces. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls. (K2)	Comply with health and safety regulations, building regulations, codes of practice and organisational policies and procedures. (S2)	None
Continuous improvement K16 S15	Principles and techniques of continuous improvement, for example lean, 6-sigma, KAIZEN. (K16)	Apply continuous improvement techniques to devise potential solutions. (S15)	None
Facilities Management function K1 K7 S1 S7	Characteristics and features of facilities management: hard, soft, total or integrated, personnel. (K1) Principles of leadership: supervisory, teamwork, and coaching techniques. (K7)	Supervise the facilities management function. (S1) Lead a team of facilities personnel. (S7)	None
EDI and Wellbeing K9 K10 B4	Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available. (K9) Legislative guidance relating to equity, diversity and inclusivity in the workplace. (K10)	None	Promote an inclusive workplace for example respectful of different views. (B4)
CPD B6	None	None	Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice and supports others' professional development. (B6)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	Occupational standard, end-point assessment plan and funding band revised	01/01/2024	Not set	Not set
1.0	Approved for delivery	17/02/2017	31/12/2023	Not set

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