

# Assessment plan: Property Maintenance Operative Apprenticeship

## 1. Introduction and Overview

This apprenticeship is designed to operate as the professional standard for people working as a Property Maintenance Operative.

The principles driving the design of the assessment plan are as follows:

1. Maximum relevance to the job wherever possible
2. Integration with day-to-day responsibilities wherever possible
3. Added value to the apprentice's journey, both during and at the end of the apprenticeship
4. The expected take up in the first year is thought to be 150 to 250 apprenticeships rising to 600 to 700 the following year. This will be delivered through Awarding Organisations (AOs) and specialist training providers across England.

### Tools for assessment:

This paper describes the assessment plan at the level requested for submission. Work is underway to design the tools for delivering the final assessment in the live environment. It is anticipated that the tools will be available in 2015, well in advance of them being required for the first cohort of candidates to complete this apprenticeship.

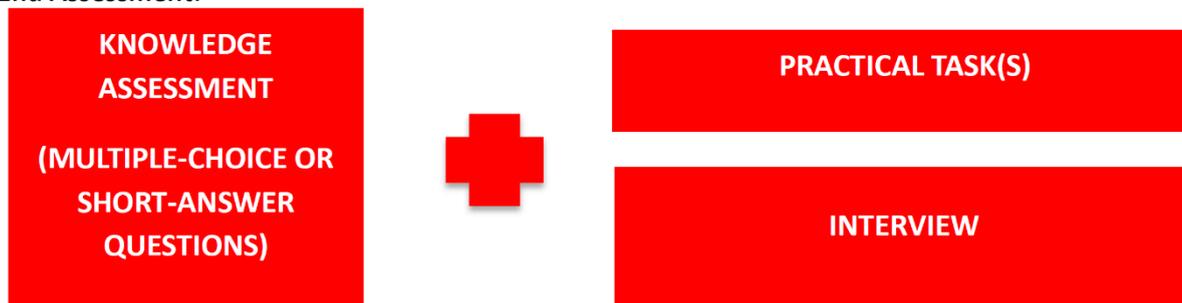
### Formative Assessment:



### Assessment Gateway:



### End Assessment:



## 2. Learning Content

The indicative content of the standard will be translated into the Technical Specification (detailed learning content) by the awarding organisations covering the competence, skills and knowledge requirements of the role. There is no requirement for this to be an accredited qualification.

### 3. Assessment Methods

	Point of assessment	Coverage	Assessed by	Grading	Weighting
Portfolio of evidence	Throughout	Competency and behaviours	Employer/ Training Providers+	Pass/Fail	20%
Short research assignment		Element based	Training Providers+	Pass/Distinction/Fail	10%
Knowledge assessment (multiple-choice or written questions)	End*	Synoptic knowledge	Awarding Organisations	Pass/Distinction/Fail	20%
Practical task		Synoptic practical	Awarding Organisations or Independent 3 <sup>rd</sup> Party Training Providers	Pass/Distinction/Fail	40%
Interview e.g. behaviours and skills not covered in practical task		Synoptic	Awarding Organisations or Independent 3 <sup>rd</sup> Party Training Providers	Pass/Fail	10%

\*To be completed within the final three months of the apprenticeship. +And externally verified by the Awarding Organisation (AOs)

The methodology has been designed taking into account that this is a practical standard that is underpinned by technical knowledge that will allow the apprentice to develop the skills and knowledge across different types of activities and premises.

There is a large proportion of formative assessment to ensure apprentices are safe to work and have demonstrated the application of knowledge and the skills in the workplace under working conditions before being able to access the end assessment.

#### Formative Assessment

It is recommended that the formative assessment comprise of a portfolio of evidence. This is to ensure candidates **competence** across the various tasks in the workplace required in undertaking the role of a Property Maintenance Operative (the number and type of acceptable evidence will be specified in the formative Assessment Strategy developed by AOs). To ensure assessment is efficient and to minimise any burden upon employers and candidates, the **behaviours** will be incorporated into the portfolio of evidence. This evidence generated in the workplace will be verified by a qualified assessor to ensure it is valid and sufficient. This will be graded pass/fail.

Apprentices will need to complete a **short research assignment** that will cover the industry and workplace the apprentice is working in, as well as underpinning knowledge from the Technical Specification. This assignment will be graded pass/distinction/fail.

\*The Assessment Strategy and Assessment Specifications will be produced after the Technical Specification has been produced and agreed by employers. Once approved it is expected these documents will be made freely available alongside the Standard, this Assessment Plan and the Technical Specification.

**Assessment Gateway:** Using the 'Record of Achievement' the employer and assessor will agree and sign-off that the apprentice has met the requirements of the standard and technical specification (skills, knowledge and behaviours). This will then allow apprentices to access the end assessment.

### End Assessment

The Final Assessment forms a large part of the assessment of the apprenticeship. The assessment will be developed by the Awarding Organisations working with representatives from employers, and delivered by the 3<sup>rd</sup> party independent assessor. The synoptic knowledge assessment will be marked by the Awarding Organisations.

The Final Assessment will contain three components – **all components must be passed for the apprentice to be deemed competent in addition to the formative assessment.**

1. a **synoptic knowledge assessment** to consist of multiple-choice or structured questions (short-answer) to assess the bulk of the generic knowledge across the apprenticeship. These will be sat under invigilated conditions and marked by the Awarding Organisations (ie externally). This will be graded pass/distinction/fail.
2. a **synoptic practical assessment** assessed by an independent assessor (Awarding Organisation appointed or 3<sup>rd</sup> party) that requires the candidate to complete a number of core practical activities, in controlled conditions. The activities will be chosen from a bank of tasks developed by the Awarding Organisation working with representatives of the employers. Evidence will predominantly be via observation but could also include oral questioning to ensure the apprentice has the skills and supporting knowledge required of the role. Where oral questioning is used this is to assess knowledge **relating** to a practical skill or task eg 'why', 'when' type questions – not 'how'. This will be graded pass/distinction/fail.
3. a **synoptic interview** to question the apprentice on skills not covered by the practical assessment as well as the behaviours using the portfolio of evidence as a basis for the discussion. This will be carried out by the independent assessor and graded pass/fail.

### Key requirements of assessment:

The different assessment components in the apprenticeship will be graded (either pass/distinction or pass/fail) and will contribute to the final overall grade for the apprenticeship. When developing the assessments; opportunities will be sought to differentiate candidates who have improved skills or knowledge (where possible). Where a candidate achieves a variety of grades across the assessments it is expected that the lower grade is carried forward as the overall apprenticeship grade. Where an apprentice fails an assessment, any resits will be awarded a maximum of a pass.

The assessments will sample the skills, knowledge and behaviours covered in the technical specification, and will cover all of the outcomes set out in the apprenticeship standard. An Assessment Specification will be developed for the knowledge synoptic assessment to ensure consistency across Awarding Organisations and over time. This will be developed by AOs and accessible to all. Example below:

**Property Maintenance Operative Synoptic Knowledge Assessment Specification:**

60 multiple-choice questions, 90 min duration, closed book

Section	Number of questions/marks	Weighting
01 Understand the roles, responsibilities and reporting of a property Maintenance Operative	10	17%
02 Health and Safety in property maintenance	5	8%
03 Applying customer service in property maintenance	5	8%
04 Carrying out effective repairs within a building maintenance	6	10%
05....		

The apprentice has to pass all assessments to be awarded the final certificate. The apprentice would be required to demonstrate the skills, knowledge/understanding and behaviours of a competent Property Maintenance Operative **before** undertaking the synoptic knowledge test and practical assessment, at the gateway stage. If unsuccessful, feedback would be given and remedial action would be required by the apprentice before progressing to the knowledge test and practical test. All criteria of the \*Technical Specification must be evidenced as per the Assessment Strategy.

**End Assessment timings and activities:**

The process of setting up the End Assessment will begin around 3 months before the completion of the apprenticeship as shown in the table below:

Timescale	Activity
Ongoing	<ul style="list-style-type: none"> <li>• Completion of the portfolio of evidence covering competence and behaviours</li> <li>• Review progress and ensure on track as part of regular tracking of progress</li> <li>• Employer and Training Provider identify any gaps and create a plan for the final 3 months to complete the learning</li> </ul>
Up to 3 months before completion (the 'gateway')	<input type="checkbox"/> Employer to decide timing of the end assessment based on the outcomes of the formative assessment process, with the guidance of the Training Provider, if required.

The End Practical Assessment (synoptic) is expected to be made available to employers/apprentices on an on-demand basis due to the nature of the assessment which requires a maximum of 1-to-4 apprentice/assessor ratio.

Multiple versions of the practical assessment will be kept secure and then administered on rotation to apprentices randomly. If re-sitting, a different version will be administered.

**The Training Provider Role:**

Multiple training providers covering the various parts of England will offer the apprenticeship programme to employers.

The training providers will play a key part in the final assessment process by:

- i) Supporting with the Employer to organise and coordinate the process
- ii) Supporting the employer in contacting the Awarding Organisation to secure the services of an appropriately qualified Awarding Organisation appointed assessor or 3<sup>rd</sup> party supplier
- iii) Providing training in the assessment process (including use of tools and application to ensure consistency) for staff involved in the formative assessment

Training Providers can bring their experience to bear and really add value to the employer. The exact balance between Employer and Training Provider support is down to negotiation between the Employer and Training Provider on service and price.

\*The Assessment Strategy and Assessment Specifications will be produced after the Technical Specification has been produced and agreed by employers. Once approved it is expected these documents will be made freely available alongside the Standard, this Assessment Plan and the Technical Specification.

### 3. Ensuring Independence / Impartiality

The approach we are taking is one that demonstrates clear impartiality. Impartiality is delivered through the fact that no single party who has been involved in delivery can make the sole decision on the formative assessment. It will be jointly decided by the employer and training provider and externally verified by the Awarding Organisation.

The end assessment is assessed and verified independently of the employer or training provider used in the formative assessment ie no vested interested.

The Awarding Organisation will provide external and independent assessment of the knowledge through the examination requirement by external marking including the standardisation of markers where appropriate.

#### Assessor roles:

<b>1. Employers</b>	<ul style="list-style-type: none"> <li>• Creates opportunity for the apprentice to carry out work and produce outcomes</li> <li>• Brings a view of the apprentice working with them in the workplace through the apprenticeship</li> <li>• Supports the generation of workplace evidence to show how the apprentice has demonstrated the competences required of the standard and technical specification – this must be done in adherence to the agreed assessment strategy</li> <li>• Participates in consensus decision with training provider on the behaviours of the apprentice</li> <li>• Decides on the timing of final assessment with the support of the Training Provider</li> <li>• Works with the training provider to carry out a continuous review of the evidence generated by the apprentice against the training manual as part of the formative assessment process</li> </ul>
<b>2. Training Providers</b>	<ul style="list-style-type: none"> <li>• Brings a view of the apprentice from supporting them through the apprenticeship</li> <li>• Maps and assesses work against the Technical Specification (specifies the technical content that must be taught and potentially assessed).</li> <li>• Participates in consensus decision with the employer on the behaviours of the apprentice</li> <li>• Supports the employer on deciding the timing of final assessment</li> <li>• Works with the employer to carry out a continuous review of the evidence generated by the apprentice against the standard and meeting the agreed assessment strategy as part of the formative assessment process</li> </ul>

<b>3. Independent Awarding Organisation appointed or 3<sup>rd</sup> party assessors</b>	<ul style="list-style-type: none"> <li>• Independent view as they will not have had any prior involvement in the apprenticeship or with the apprentice.</li> <li>• Brings added rigour and consistency to the assessment through their wider industry perspective, knowledge and experience</li> <li>• Scores all components of the final practical assessment independently of the other assessors</li> <li>• Assesses against pass and distinction (where appropriate) criteria</li> <li>• Participates in annual standardisation events which will be arranged by Awarding Organisations</li> </ul>
<b>4. Awarding Organisations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> External and independent assessment of knowledge through the examination requirement</li> <li><input type="checkbox"/> Independent view as they will not have had any prior involvement in the apprenticeship or with the apprentice.</li> <li><input type="checkbox"/> Brings added rigour and consistency to the assessment through their wider industry perspective, knowledge and experience</li> <li><input type="checkbox"/> Supplies assessor guidance and templates (eg workbook) for use in the formative assessment process</li> <li><input type="checkbox"/> Assesses against pass and distinction criteria</li> <li><input type="checkbox"/> Hosts annual standardisation events for independent assessors</li> </ul>

#### 4. Delivering Consistent (Reliable) Judgments

At the core of ensuring that judgments on role competence are consistent will be the Apprenticeship Standard which defines what is required for each of the Knowledge and Skill areas to be assessed. The details of knowledge, skills and competence required of a Property Maintenance Operative, ensures consistency and transparency across employers, training providers and Awarding Organisations and most importantly for apprentices. The consistency will be ensured through the Awarding Organisations working collaboratively to produce the common Technical Specification which details content of the apprenticeship programme.

An agreed Assessment Strategy will be produced to ensure consistent implementation/administration of the apprenticeship by employers and training providers. It could include (but is not limited to) quantity and type of evidence acceptable, who can carry out the various roles (eg previous experience, qualifications etc).

In addition, Awarding Organisations will work together to produce collaboratively common Assessment Specifications to ensure consistent coverage, weightings, identification of important aspects, elements that should be used to differentiate grading etc.

**Consistency of approach by assessors will be achieved through training and standardisation of all the independent assessors involved in the assessment process.** This will cover an understanding of the overall apprenticeship; knowledge of the detailed standard; the grading standards; examples of relevant evidence and sample scoring exercises. The Training Provider will act as the assessment 'expert' in the formative assessment of the indicative content, whilst the internal quality audit within Training Provider models add a further level of robustness to reliability and consistency. The standardisation event will be led by the Awarding Organisations.

The synoptic knowledge assessment will be developed and marked by the awarding organisation. The assignments will be developed by technical experts, moderated by experienced assessment staff. Each assignment will be developed against an agreed assignment specification to ensure coverage and consistency over time. Markers will be standardised to ensure consistency of judgment.

The Awarding Organisation will provide external quality assurance, sampling the delivery and assessment of the end practical assessment.

## 5. Delivering Accurate (Valid) Judgments

The entire Final Assessment is focused on the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Standard. In addition, the use of the indicative content will drive a focus on building competence throughout the duration of the apprenticeship.

Training Providers involved in the assessment of this role **would have to be specialists in the field of Property Maintenance**. This would be a key requirement for any employer in selecting a Training Provider partner.

The assessors and independent assessors must have met the criteria defined by the Awarding Organisations and the Trailblazer group. These include:

- i) Current occupational competence or
- ii) Previous recent occupational experience in the role
- iii) Proven competence in assessment

As independence is ensured through the Awarding Organisations or 3<sup>rd</sup> party assessing the end assessment there will be a standard appeals policy in relation to both elements of the end assessment (practical and knowledge).

## 6. Synoptic Assessment

The assessment methods (multiple-choice or short-answer, practical observation, oral questioning, interview) being used in this apprenticeship all require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the standard. The final assessments will be synoptic in their design, sampling a sufficiency of skills and knowledge across the training programme, and apprenticeship standard.

This combined with the formative assessment will build a cumulative and holistic picture, from all the components of how well the apprentice meets or exceeds the standard.

### Gateway for progressing to final assessment

Apprentices will be entered for the final assessment when the employer, in consultation with the training provider, considers the apprentice has demonstrated the skills, knowledge/understanding and behaviours required of a competent Property Maintenance Operative (this can form part of the portfolio of evidence/workbook - this would be based on a continuous review of the apprentice). This would involve learning/assessment against the Technical Specification (content), with the employer and training provider regularly discussing the apprentice's performance and progress.

## 7. Graded Assessments

Our standard says that we will have 2 levels of achievement within this apprenticeship: Pass, and Distinction.

A grading profile will be developed by Awarding Organisations to articulate the knowledge and behaviours expected of a pass, and distinction candidate. A pass will represent minimum acceptable standard for the industry, with distinction providing transparency to an apprentice's skills and abilities in planning, quality and time. This profile will then be used to inform the detailed grading descriptors used in the assessment of the assessments. The overall final grade will be calculated depending on the grade achieved by the candidate for each of the graded assessment components.

Overall apprenticeship grading: all assessments must be passed to achieve an overall pass graded apprenticeship. To achieve a distinction graded apprenticeship, a candidate must achieve a distinction for all assessment where it is available and a pass in all others. There is no compensation in terms of grading.

## 8. Affordability and Flexibility

In developing this assessment approach we have consistently sought to keep the approach simple but effective, to use existing work-based training methods wherever possible and to avoid duplication or the need for adding additional burden into the assessment process.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their own environment. Where additional support is required the Training Provider can step in to offer their expertise.

The **flexibility and affordability** built into this assessment model is critical to its ability to cater for all types and sizes of company. The following key points deliver this:

- Use of evidence generated during the training programme to inform the timing of the final assessment
- Use of assessment centres for the end practical and knowledge assessments
- Option to flex the amount of support required from the training provider – can be discussed and tailored (utilising the training provider's expertise) during contract discussions

Furthermore it is anticipated that costs will be minimised by the use of remote learning and assessment where appropriate (both in training the assessors and working with apprentices).

## 9. Professional Body Recognition

The apprentice will be recognised by the British Institute of Facilities Management (BIFM) providing Affiliate Membership for the apprentice whilst studying and Associate Membership on achievement of the full apprenticeship. BIFM have confirmed resources (eg best practice guides, CPD events, website, and research papers) will be available for the apprentice to support them throughout their learning journey.

## **10. Progression**

Completing this apprenticeship programme with its transferable skills will enable progression into roles such as a Technical Specialist e.g. Electrical or Plumbing and Supervisory and Management roles e.g. Facilities Management, across a wide range of sectors.

## **11. External Quality Assurance**

The Institute for Apprenticeships will undertake external quality assurance in the interim until the British Institute of Facilities Management have been approved as the external quality assurance provider.

## Appendix 1

### TRAILBLAZER APPRENTICESHIP STANDARD: PROPERTY MAINTENANCE OPERATIVE APPRENTICESHIP STANDARD

Typical job roles	Maintenance Assistant, Property Engineer, Facilities Assistant, Maintenance Engineer, Maintenance Manager, Maintenance Technician, Caretaker, Janitor, Multi-Skilled Technician, Premises Manager
Suggested Sectors	Housing, Healthcare, Social Care, Hospitality, Education, Commercial Properties, Leisure, Retail, Public & Private Sector Buildings
Duration	Minimum of 12 months
Apprenticeship level	Level 2

#### Role Profile

The primary role of a Property Maintenance Operative is to optimise property condition and quality and to ensure the building is kept in a safe working condition. Property Maintenance Operatives need to maintain a high level of quality, providing maximum satisfaction to customers, clients, guests and team. They will understand the mechanism of buildings including electrical, plumbing, plant, safety systems and equipment. They will provide first and immediate response to fault finding, whilst maximising quality and ensuring cost effectiveness. They will ensure prevention of major damage that could result in extensive costs and minimise reactive intervention.

#### Entry Requirements

Individual employers will set their selection criteria but the standard includes Maths and English understanding and functional application at Level 1, enabling apprentices to aspire to the next level. Employers will set the entry specification suitable for the correct level of the individual.

#### Core Technical Competencies/Skills and Knowledge/ Understanding

A Property Maintenance Operative will use their knowledge and understanding of basic carpentry, electrical, plumbing and decorating to;

- Understand and demonstrate the importance of Health and Safety in the workplace
- Comply with organisational safety, policies and procedures and identify hazards and reduce them
- Consider safety compliance with a diverse sector of client groups
- Understand and demonstrate the importance of working safely at height
- Carry out repairs to the fabric of a building, for example repairs to walls, doors, doorframes, skirting boards or plaster damage to internal walls
- Understand and maintain plumbing and drainage systems, for example repairs to WC systems, leaking taps or water testing and unblocking drains
- Maintain high levels of water hygiene within a building

- Understand and maintain electrical distribution, safe repair of electrical installation to legal requirements, for example replacing damaged sockets, plugs, lighting and fuses.
- Understand and maintain plant, safety systems and equipment
- Demonstrate and implement energy, environment and sustainable practices
- Understand and maintain grounds and external fabrication of a building, such as drainage and guttering
- Understand and demonstrate the safe use of hand tools, for example screwdrivers, power drills, pliers, paper strippers and a variety other tools used in plumbing and carpentry □  
     Demonstrate and understand the importance of the control of resources and stock

#### Understand and demonstrate the principles of Planned Preventative Maintenance

- Understand how to prepare for refurbishment or deep clean of equipment and surfaces
- Carry out repairs and reactive maintenance
- Understand the importance of customer service
- Record and report information accurately either internally or externally

#### Core Behavioural Attributes

- Have a flexible attitude
- Commitment to quality and excellence
- Ability to perform under pressure
- Persists in the face of adversity
- Thorough approach to work
- Ownership of work and follow through to a satisfactory conclusion.
- Client/Customer focus and interaction
- Able to live the organisations values
- Ability to create effective working relationships
- Aptitude for problem solving
- Ability to comply with company policies and procedures
- Enthusiasm
- Ability to control and influence within remit
- Persuasive influencing skills
- Shows respect for all stakeholders

#### Interpersonal Skills

- Take ownership of situations
- Work independently and as part of a team
- Communicates effectively either verbally or in writing
- Problem solving approach
- A drive for efficiency and value for money
- Communicate effectively at all levels
- Adaptability
- Ability to understand limitations within the role
- A drive for quality and excellence

### **Professional Recognition**

The apprentice will be recognised by the British Institute of Facilities Management (BIFM) providing Affiliate Membership for the apprentice whilst studying and Associate Membership on achievement of the full apprenticeship. BIFM have confirmed resources will be available for the apprentice to support them throughout their learning journey.

### **Progression**

Completing this apprenticeship programme with its transferable skills will enable progression into roles such as a Technical Specialist e.g. Electrical or Plumbing and Supervisory and Management roles e.g. Facilities Management, across a wide range of sectors.

### **Review of Standard**

This standard will be reviewed every 2 years due to legislation and technology changes.