

ILM LEVEL 3 AWARD, CERTIFICATE AND DIPLOMA IN FACILITIES MANAGEMENT (QCF)

[Award Qualification No. – 500/5494/6]

[Certificate Qualification No. – 500/5493/4]

[Diploma Qualification No. – 500/5495/8]

Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at customer@i-l-m.com

ILM Level 3 Award, Certificate and Diploma in Facilities Management Qualification Specification	© Institute of Leadership & Management	Version: March 2012
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QUALIFICATIONS OVERVIEW:

ILM Level 3 Award in Facilities Management		
Purpose of the qualification	Aims to give practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing basic leadership and management and specific facilities management skills.	
Progression routes	ILM Level 3 Certificate or Diploma in Facilities Management ILM Level 4 Award, Certificate or Diploma in Management ILM Level 5 Award, Certificate or Diploma in Management	
Credit Value	11	
Induction	1 hour	
Tutorial Support	At least 1 hour	
Guided Learning Hours (this includes time for induction, tutorial support and the unit's guided learning hours)	42 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M3.23 Managing Health and Safety at Work	3 credits
	M3.44 Understanding Facilities Management Within the Context of an Organisation	4 credits
	Optional Units (<i>Learners must achieve a minimum of 4 credits in this group</i>)	Credit Value
	M3.01 Solving problems and making decisions	2 credits
	M3.02 Understanding change in the workplace	2 credits
	M3.11 Building the team	1 credit
	M3.12 Motivating to perform in the workplace	2 credits
	M3.13 Developing yourself and others	2 credits
	M3.17 Recruiting, selecting and inducting new staff in the workplace	3 credits
	M3.21 Organising and delegating	1 credit
	M3.22 Managing projects	2 credits
	M3.26 Managing performance	1 credit
	M3.27 Working with costs and budgets	1 credit
	M3.28 Managing the efficient use of materials	1 credit
	M3.29 Managing the effective use of equipment	1 credit
	M3.38 Introduction to Managing and Maintaining Property and Assets	3 credits
M3.39 Introduction to the Effective Management of Space Within Own Organisation	3 credits	
M3.40 Understanding Support Services Operations	3 credits	
M3.41 Managing Sustainability and Environmental Issues	3 credits	

	M3.42 Managing Utility Services and Energy Efficiency in the Workplace	2 credits
	M3.43 Understanding Procurement and Supplier Management in the Workplace	2 credits
	M3.45 Managing and Developing Relationships in the Workplace	2 credits
	M3.46 Managing Contracts and Contractors in the Workplace	2 credits
	M3.47 Delivering Service in the Workplace	2 credits
	M3.48 Understanding Incident Management and Disaster Recovery in the Workplace	2 credits
	M3.49 Understanding Security Measures in the Workplace	2 credits
	M3.50 Introduction to Leadership and Management	2 credits

ILM Level 3 Certificate in Facilities Management		
Purpose of the qualification	Aims to give practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing broad leadership and management skills and specific facilities management skills.	
Progression routes	ILM Level 3 Diploma in First Line Management ILM Level 4 Award, Certificate or Diploma in Management ILM Level 5 Award, Certificate or Diploma in Management	
Credit Value	22	
Induction	2 hours	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	82 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M3.23 Managing Health and Safety	3 credits
	M3.44 Understanding Facilities Management Within the Context of an Organisation	4 credits
	M3.45 Managing and Developing Relationships in the Workplace	2 credits
	M3.47 Delivering Service in the Workplace	2 credits
	Optional Units (<i>Learners must achieve a minimum of 11 credits in this group</i>)	Credit Value
	M3.01 Solving problems and making decisions	2 credits
	M3.02 Understanding change in the workplace	2 credits
	M3.11 Building the team	1 credit
	M3.12 Motivating to perform in the workplace	2 credits
	M3.13 Developing yourself and others	2 credits
	M3.17 Recruiting, selecting and inducting new staff in the workplace	3 credits
	M3.21 Organising and delegating	1 credit
	M3.22 Managing projects	2 credits
	M3.26 Managing performance	1 credit
	M3.27 Working with costs and budgets	1 credit
	M3.28 Managing the efficient use of materials	1 credit
	M3.29 Managing the effective use of equipment	1 credit
	M3.38 Introduction to Managing and Maintaining Property and Assets	3 credits
	M3.39 Introduction to the Effective Management of Space Within Own Organisation	3 credits
	M3.40 Understanding Support Services Operations	3 credits
	M3.41 Managing Sustainability and Environmental Issues	3 credits
M3.42 Managing Utility Services and Energy Efficiency in the Workplace	2 credits	
M3.43 Understanding Procurement and Supplier Management in the Workplace	2 credits	

	M3.46 Managing Contracts and Contractors in the Workplace	2 credits
	M3.48 Understanding Incident Management and Disaster Recovery in the Workplace	2 credits
	M3.49 Understanding Security Measures in the Workplace	2 credits
	M3.50 Introduction to Leadership and Management	2 credits

ILM Level 3 Diploma in Facilities Management		
Purpose of the qualification	Aims to give practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing comprehensive leadership and management skills and specific facilities management skills.	
Progression routes	ILM Level 4 Award, Certificate or Diploma in Management ILM Level 5 Award, Certificate or Diploma in Management	
Credit Value	37	
Induction	2 hours	
Tutorial Support	At least 3 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	146 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M3.01 Solving Problems and Making Decisions	2 credits
	M3.13 Developing yourself and others	2 credits
	M3.23 Managing Health and Safety	3 credits
	M3.38 Introduction to Managing and Maintaining Property and Assets	3 credits
	M3.44 Understanding Facilities Management Within the Context of an Organisation	4 credits
	M3.45 Managing and Developing Relationships in the Workplace	2 credits
	M3.47 Delivering Service in the Workplace	2 credits
	M3.50 Introduction to Leadership and Management	2 credits
	Optional Units (<i>Learners must achieve a minimum of 17 credits in this group</i>)	Credit Value
	M3.02 Understanding change in the workplace	2 credits
	M3.11 Building the team	1 credit
	M3.12 Motivating to perform in the workplace	2 credits
	M3.17 Recruiting, selecting and inducting new staff in the workplace	3 credits
	M3.21 Organising and delegating	1 credit
	M3.22 Managing projects	2 credits
	M3.26 Managing performance	1 credit
	M3.27 Working with costs and budgets	1 credit
	M3.28 Managing the efficient use of materials	1 credit
	M3.29 Managing the effective use of equipment	1 credit
	M3.39 Introduction to the Effective Management of Space Within Own Organisation	3 credits
	M3.40 Understanding Support Services Operations	3 credits
	M3.41 Managing Sustainability and Environmental Issues	3 credits
M3.42 Managing Utility Services and Energy Efficiency in the Workplace	2 credits	

	M3.43 Understanding Procurement and Supplier Management in the Workplace	2 credits
	M3.46 Managing Contracts and Contractors in the Workplace	2 credits
	M3.48 Understanding Incident Management and Disaster Recovery in the Workplace	2 credits
	M3.49 Understanding Security Measures in the Workplace	2 credits

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 AWARD, CERTIFICATE AND DIPLOMA IN FACILITIES MANAGEMENT

To approve centres to deliver the Level 3 Award, Certificate and Diploma in Facilities Management, ILM will consider a centre's ability to meet various standards, not least having staff with sufficient competence. It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. • Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Be able to prove that they have current experience of delivering training appropriate to the level and subject area of these qualifications
A qualification in support of teaching/training.	<ul style="list-style-type: none"> • Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of these qualifications
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> • Ideally hold an assessment qualification (e.g. TAQA or equivalent)
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate an understanding of the organisation's management centric policies, procedures and practices. • Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.

ASSESSMENT GUIDANCE FOR THE LEVEL 3 AWARD, CERTIFICATE AND DIPLOMA IN FACILITIES MANAGEMENT

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at customer@i-l-m.com or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the Level 3 Award, Certificate and Diploma in Facilities Management.

Appendix B in this document outlines the assessments* and mark sheets for the mandatory units in these qualifications. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Units	Assessments
M3.01 Solving Problems and Making Decisions	Work-Based Assignment
M3.13 Developing yourself and others	Work-Based Assignment
M3.23 Managing Health and Safety	Reflective Knowledge Review
M3.38 Introduction to Managing and Maintaining Property and Assets	Knowledge Assessment
M3.44 Understanding Facilities Management Within the Context of an Organisation	Knowledge Assessment
M3.45 Managing and Developing Relationships in the Workplace	Work-Based Assignment
M3.47 Delivering Service in the Workplace	
M3.50 Introduction to Leadership and Management	Reflective Review

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self-employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.

*Optional assessments can be downloaded from the ILM website.

A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 3 AWARD, CERTIFICATE AND DIPLOMA IN FACILITIES MANAGEMENT

Title:	Solving problems and making decisions (M3.01)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to describe a problem, its nature, scope and impact	1.1 Describe a problem, its nature scope and impact
2	Know how to gather and interpret information to solve a problem	2.1 Gather and interpret information to identify possible solutions to a problem
3	Know how to solve a problem	3.1 Briefly summarise the options, providing facts and evidence, not just opinion 3.2 Use at least <u>one</u> simple decision making technique to evaluate options to arrive at the best solution
4	Know how to plan the implementation and communication of decisions	4.1 Plan the implementation and communication of the decision 4.2 Briefly discuss which monitoring and review techniques could be used to evaluate outcomes
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of solving problems and making decisions as required by a practising or potential first line manager.
Unit expiry date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C2, C5, C6, F6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	11
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Simple ways to recognise, investigate and analyse problems • Objective setting in relation to problem • Brainstorming and creative thinking techniques
2	<ul style="list-style-type: none"> • Difference between data and information • How to calculate and use simple averages and basic summary statistics • How to prepare and use grouped data and tables • Interpretation of charts and diagrams • Methods of indexing, referencing and structuring qualitative information
3	<ul style="list-style-type: none"> • How to evaluate options • The importance of adequate and relevant information for effective decision-making • Identification of what information is relevant to specific decisions • Simple decision making techniques
4	<ul style="list-style-type: none"> • Effective presentation of a case – i.e., providing facts and evidence, not just opinion • Monitoring and review techniques to evaluate outcomes of problem solving activities

Title:	Understanding change in the workplace (M3.02)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1. Understand change in an organisation		1.1 Explain the benefits of innovation and change for the organisation 1.2 Identify the barriers to change and innovation in the workplace and explain practical ways of overcoming these barriers 1.3 Explain why communication is important in successful implementation of change
2. Understand the effects of change on people and finance in an organisation		2.1 Explain possible human and financial effects of change upon people, departments and the organisation
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of understanding change as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C5	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	
Units available from	01/01/2008	

Unit guided learning hours	11
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The benefits of change and the consequences of not changing • The role of change in the survival and prosperity of organisations • Concepts of creativity and innovation and their significance for organisational success and change management • The role of communication in successful implementation of change • Barriers to change and innovation – how to identify them and other difficulties in implementing change • Means of overcoming barriers and difficulties including unfreezing and freezing techniques • Methods to monitor and control progress of change against plan, including use of Gantt charts, network planning
2	<ul style="list-style-type: none"> • Change fatigue and its adverse effects • Ways to organise and co-ordinate resources and activities to achieve planned change • Simple introduction to the difference between fixed and variable costs • Direct and indirect aspects of change – human and financial effects upon other people, departments and organisations

Title:	Building the team (M3.11)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand how to develop and maintain trust at work	1.1 Explain behaviours which could develop and maintain trust at work 1.2 Explain why confidentiality is important in building and maintaining trust in the team
2	Know how to build the team	2.1 Give <u>one</u> example of a group and <u>one</u> example of a team within the workplace. Justify the classification of examples given 2.2 Briefly describe the stages of an established model of group formation Explain how a manager could benefit from knowing team members' preferred team roles
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of building the team as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C5, C6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	5
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The nature of formal and informal working relationships • Role of open communications and the need to keep people informed, in creating effective working relationships • Range of internal and external contacts • Differences between people, and the effects on relationship building • Differences in organisational culture, and the effects on relationship building at work • Social skills appropriate to the workplace • Range of behaviours which develop, maintain and destroy trust at work • The importance of maintaining confidentiality in the workplace
2	<ul style="list-style-type: none"> • Characteristics of groups and teams – the differences, examples within the workplace • Tuckman's theory of group formation • How to identify team roles (e.g. Belbin) and the uses and implications for managers • Building a balanced team to achieve objectives

Title:	Motivating to perform in the workplace (M3.12)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the value of assessing performance to meet organisational and individual needs	1.1 Explain the value of formal and informal performance assessment in the workplace 1.2 Identify ways that could ensure fair and objective formal assessment
2	Know how to motivate the team to improve performance in the workplace	2.1 Outline the factors that influence how people behave at work 2.2 Explain how to apply <u>one</u> basic recognised theory of motivation to team members
3	Understand the value of feedback in the workplace	3.1 Explain the importance of feedback to improve communication and performance 3.2 Compare the effectiveness of different types of feedback
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of motivating the team to perform as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B6, D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal) • Ways to ensure fair and objective assessment • Preparations necessary for effective, valid and reliable assessments • Feedback techniques following assessment • Roles and responsibilities of individuals in the performance assessment process • Appropriate assessment records • How to conduct formal appraisals
2	<ul style="list-style-type: none"> • Overview of the factors influencing behaviour at work • Basic theories of motivation and their application to teams and individuals • Styles and patterns of behaviour at work • Range of techniques to motivate individuals and monitor performance • Positive approaches to offset negative attitudes in the workplace
3	<ul style="list-style-type: none"> • The importance of feedback to improve communication and performance • Types of feedback and their relative values in communication (visual, written, oral, aural) • Use of feedback to improve the performance of individuals in the workplace • How to use feedback techniques (formal/informal; positive/negative; timescale; format) • How to elicit feedback from others to improve own performance

Title:	Developing yourself and others (M3.13)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to identify development needs and develop self and others to achieve organisational objectives	<p>1.1 Use at least <u>one</u> simple technique for identifying own development needs and the development needs of <u>one</u> other member of the team</p> <p>1.2 Identify own learning style(s) and the learning style(s) of <u>one</u> other member of the team</p> <p>1.3 Briefly analyse <u>two</u> learning/development options to meet need(s) of self and <u>one</u> other member of the team</p> <p>1.4 Identify barriers to learning and explain how these barriers can be overcome</p> <p>1.5 Identify support mechanisms for the development of self and <u>one</u> other member of the team</p> <p>1.6 Describe methods used to monitor the development of self and <u>one</u> other member of the team</p>
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of developing self and others as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: A2, C6, D7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	11
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Use of job description, matching to own CV • Personal SWOT analysis • Organisation's objectives and development plans and significance for own development • Obtaining feedback on performance from line managers and colleagues • Simple training needs analysis – using outcomes of SWOT and PESTLE analyses • Identification of preferred learning styles • The importance of taking responsibility for own personal development • Value of learning and the importance of encouraging a commitment to learning • Identification of potential development opportunities • Barriers to learning, and methods to overcome them • Development plans including timescale and resource implications • Available support mechanisms • How to compile learning logs and records of activities

Title:	Recruiting, selecting and inducting new staff in the workplace (M3.17)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to plan to recruit	<p>1.1 Identify the organisation's policies and procedures that could guide the first line manager in recruitment, selection and induction</p> <p>1.2 Conduct a job analysis and prepare a job description and person specification for a post within own area of responsibility</p>
2	Know how to select the right person	<p>2.1 Explain how they could prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant</p> <p>2.2 Explain a recognised selection technique that could be used during interviews</p>
3	Understand the induction process	<p>3.1 Explain the importance of effective induction</p> <p>3.2 Describe the phases of induction in the organisation</p> <p>3.3 Describe which legal and practical aspects of health and safety should be included in the organisation's induction process</p> <p>3.4 Explain <u>one</u> method that could be used to record an individual's progress during induction</p> <p>3.5 Explain how an induction process could be evaluated</p>
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of recruitment, selection and induction as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D3

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Own organisational recruitment policies and procedures • Basic legal aspects of recruitment • Simple techniques for job analysis • How to prepare job descriptions and person specifications • Range of methods of advertising vacancies, internally and externally, and how to select the most appropriate for a variety of posts
2	<ul style="list-style-type: none"> • The relative merits of internal and external applications • Use of job descriptions and person specifications to shortlist applicants • Preparation for selection interviews to ensure impartiality and optimum decision • Selection interviewing techniques • Alternative methods for selecting the most suitable applicant
3	<ul style="list-style-type: none"> • The importance of effective induction • The phases of induction (e.g. organisational, local team, facilities, spread over time) • Matching of organisational and individual needs during induction • Legal and practical aspects of health and safety to be included • Methods to monitor and record an individual's progress • How to evaluate the effectiveness of the induction process

Title:	Organising and delegating (M3.21)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to organise people to achieve objectives	1.1 Explain the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives 1.2 Use <u>one</u> technique to identify the appropriate person for an activity 1.3 Explain how human resource planning can be used to assure output and quality	
2 Know how to delegate to achieve workplace objectives	2.1 Give <u>one</u> example of delegation and <u>one</u> example of empowerment in the workplace 2.2 Identify <u>one</u> barrier to delegation and <u>one</u> mechanism to support delegation 2.3 Explain <u>one</u> technique that could be used to monitor the outcomes of delegation in the workplace 2.4 Review the effectiveness of feedback, recognition and reward techniques in the workplace	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of organising and delegating as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The importance of planning the team's work to achieve objectives • Techniques for deciding the most appropriate individual to undertake the activity • The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this • Outline of the principles of human resource planning to assure continuity of output and quality
2	<ul style="list-style-type: none"> • Definitions of authority and power; responsibility and accountability • Concepts of delegation and empowerment • Process of delegation including barriers and support mechanisms • Techniques to monitor outcomes of delegation • Feedback, recognition and reward techniques

Title:	Managing projects (M3.22)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to manage a simple workplace project	1.1 Identify a simple workplace project 1.2 Use <u>one</u> simple tool for determining the financial viability of the project 1.3 Plan the project using <u>one</u> appropriate project planning technique 1.4 Set objectives and targets/milestones to monitor performance and review plans 1.5 Use <u>one</u> project evaluation technique
2	Understand the costs and benefits resulting from a workplace project	2.1 List areas where net savings could be achieved as a result of the workplace project 2.2 Identify wider non-financial implications that could result from the workplace project
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing projects as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM and WAMITAB
Units available from		01/01/2008

Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Basic project design principles • Simple tools for financial appraisal of projects • Project planning techniques (Gantt charts, Flow charts, Network planning) • Use of objectives and targets/milestones to monitor performance and review plans • Project evaluation and review techniques
2	<ul style="list-style-type: none"> • Recent or current examples of change (including the work-based project) • The costs associated with change – increases or savings • Non-financial costs and benefits of change (social, environmental, human elements)

Title:	Managing health and safety at work (M3.23)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand health and safety at work	1.1 Identify <u>two</u> pieces of legislation relating to health, safety and welfare at work 1.2 Explain <u>two</u> duties statute law imposes on both the manager and the team 1.3 Outline the manager's responsibilities contained within the organisation's Health and Safety Policy 1.4 Explain the meaning of "a competent person" 1.5 Identify <u>two</u> ways to provide Health and Safety information, instruction and training to the team 1.6 Identify expertise available in the organisation to help and advise the manager on health and safety issues
2	Understand risk assessment and accident prevention in the workplace	2.1 Conduct a simple risk assessment in the workplace 2.2 Explain <u>one</u> practical accident prevention and control measure that could be implemented in the workplace
3	Understand the organisation's environmental responsibility	3.1 Explain the importance of environmental responsibility for own organisation 3.2 Describe what action the first line manager could take to enable the organisation to fulfil its environmental responsibility
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of health and safety at work as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D6, E6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • General legal background – statute law, common law negligence and their effects on the workplace • Approved Codes of Practice and Guidance Literature as relevant to own organisation • Experts available to help and advise • HSWA 1974 and Regulations and Fire Precautions Act 1971 • Levels of statutory duty and legal obligations to provide Health and Safety information, instruction and training • Consultation with employees duties inc. Safety Representatives and role of Safety Committees • Recording and reporting of injuries, diseases and dangerous occurrences • Importance of creating a safety culture at work and taking account of health and safety in all decision-making
2	<ul style="list-style-type: none"> • Definition of accident and incident • Simple accident theory – the types and causes of accidents, especially in own organisation • Methods for managing safety in the workplace • Risk assessment procedures and associated documentation • Practical accident prevention in own workplace • Handling and lifting techniques as appropriate • Reacting to and coping with accidents at work
3	<ul style="list-style-type: none"> • The importance of environmental protection to the organisation • The manager's responsibility to implement environmental protection policies and procedures

Title:	Managing performance (M3.26)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to manage performance	1.1 Briefly explain the role of the first line manager in performance management 1.2 Set SMART objectives for the team 1.3 Set performance standards for the team 1.4 Explain how they would measure performance against agreed standards 1.5 Select an example of under-performance in the workplace and explain a performance improvement technique available to address this under-performance	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of performance management as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C6, D1, D6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	
Units available from	01/01/2008	
Unit guided learning hours	6	
Additional Guidance about the Unit		

Indicative Content:

1

- The differing objectives of stakeholders in the organisation – customers, employees, partners, owners, the community
- First line manager's responsibility for managing team and individual performance and meeting objectives
- The relevance of SMART objectives, and how to set them
- How to set performance standards
- How to measure performance against agreed standards
- A range of methods for measuring performance and how to select the ideal one
- Techniques for performance monitoring and evaluation
- How to interpret variances in performance and take appropriate action
- Range of performance improvement techniques available to the manager

Title:	Working with costs and budgets (M3.27)
Level:	3
Credit value:	1
Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to work to a budget	1.1 Explain the importance of agreeing to a budget and operating within it 1.2 Describe a method to monitor variance between actual performance and budget 1.3 Explain how information used in determining and/or revising budgets is gathered
2 Understand costs within an organisation	2.1 Explain fixed and variable costs; and the concept of break even in relation to the organisation 2.2 Explain the purpose and nature of basic cost statements 2.3 Explain the value of standard costing and its role as a control mechanism 2.4 Briefly describe mechanisms in the organisation to maintain control of costs
Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of costs and budgets as required by a practising or potential first line manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: E1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management

Availability for use	Shared
Units available from	01/01/2008
Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The nature and purpose of budgets, and the advantages of budgetary control • Methods to monitor variance of actual performance against budget • Causes of variance, their significance and ways of reducing adverse effects • How to gather information for use in determining and/or revising budgets
2	<ul style="list-style-type: none"> • Definition of fixed and variable costs; concept of break even, especially in relation to own organisation • The purpose and nature of basic cost statements; use of standard costs • Role of the manager in cost control • Mechanisms to maintain control of costs, and how to select the optimum method

Title:	Managing the efficient use of materials (M3.28)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how material stocks are acquired, controlled and recorded in an organisation	1.1 Describe how to determine stock requirements in the workplace 1.2 Explain <u>two</u> consequences of not maintaining optimum stocks in the workplace 1.3 Identify organisational stores/stock control principles and procedures 1.4 Outline the organisation's procedures for recording, receipt and issue of supplies 1.5 Briefly describe why quality standards need to be maintained in the organisation	
2 Know how to minimise waste in an organisation	2.1 Identify potential waste in the organisation 2.2 Outline the techniques and/or methods for measuring and monitoring waste in the organisation 2.3 Compile a simple action plan to minimise waste in the workplace	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of using materials efficiently as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The importance of maintaining optimum stocks • Methods of determining stock requirements • Stores and stock control principles and procedures • Procedures for recording receipt and issue of supplies and equipment • Maintenance of records for quality standards
2	<ul style="list-style-type: none"> • Areas of potential waste inefficiency including misuse, extravagance, scrap, rework, shrinkage or others as appropriate • Techniques and methods for measurement and monitoring waste • Simple principles of action planning and evaluation as relevant to minimising waste

Title:	Managing the effective use of equipment (M3.29)
Level:	3
Credit value:	1
Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the need for effective and efficient use of equipment	1.1 Explain why equipment should be used effectively and efficiently 1.2 Describe how the use of equipment is monitored and controlled in the workplace 1.3 Explain why it is important to have a scheduled maintenance programme for equipment in the workplace 1.4 Compile a simple maintenance programme for equipment in the workplace 1.5 Conduct a simple risk assessment of equipment security in the workplace, and explain how these risks could be reduced
Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of managing the use of equipment as required by a practising or potential first line manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Implications of equipment usage – acquisition and operating costs – for the organisation • Awareness of marginal costs, and how these are used within the organisation • Methods of capacity planning • The importance of scheduled maintenance programmes, and how to plan these • Security issues in the workplace • Risk assessments for security issues • Security and care of equipment

Title:	Introduction to managing and maintaining property and assets (M3.38)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the estate management function	1.1 Describe the property portfolio of their employing organisation 1.2 Explain the benefits and disadvantages of being a tenant and an owner-occupier 1.3 Describe the basics of the property law 1.4 Describe the purpose of having a property register
2	Understand premises and building services maintenance	2.1 List the building services and fabric components within their organisation's estate 2.2 Explain the purpose of a building asset register 2.3 Identify the ongoing maintenance activities that are carried out and give the resources they or others may need for one of these typical maintenance tasks 2.4 Describe the types of maintenance regimes 2.5 Explain what factors they should consider when developing maintenance plans and schedules 2.6 Explain how a computerised maintenance management systems can enhance performance of recording and tracking maintenance activities
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing and maintaining property and assets.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM308. Asset Skills
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills		Asset Skills

council or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/09/2008
Unit guided learning hours	12
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Range of buildings, owned or leased, whether the portfolio meets the business requirements • The benefits and disadvantages of being a tenant and an owner-occupier (for example behaviour, costs, duties, responsibilities, flexibility) • Basics of property law (landlord and tenants act, occupiers liability, defective premises, planning) • Purpose of having a property register (for example types of buildings, location, size, rent, covenants)
2	<ul style="list-style-type: none"> • Building surveys and inspections to identify assets and their condition • Types of building services (for example lifts, power supply, lighting, heating, air conditioning) • Types of fabric components (for example walls, roofs, car-parks, windows, partitioning, stairs) • Purpose of a building asset register (identifies ownership, warranty, cost etc) • Ongoing maintenance activities and their prioritisation (include resources for activities) • Types of maintenance regimes (planned preventative maintenance (PPM), fix on fail, condition based etc) • Factors to consider when developing maintenance plans and schedules (labour, skills, materials, access, legislation, location, environment, minimising downtime and deterioration, optimising performance) • Benefits of a computerised maintenance management system (for example personal digital assistants (PDAs), radio frequency identification devices (RFIDs), bar coding, industry known systems)

Title:	Introduction to the effective management of space within own organisation (M3.39)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the principles that guide and the legislation that impacts on the planning and management of space	1.1 Briefly explain the key concepts and principles of space planning and management 1.2 State the relevant legislation that impacts on space management activities in own organisation
2	Understand how to plan accommodation changes	2.1 Describe the management and implementation of a space management project 2.2 Effectively interpret a space layout drawing 2.3 List attributes that have to be updated on completion of a space management project
3	Understand optimisation of space utilisation	3.1 List examples of ways that space is used in own organisation and briefly explain how it could be better utilized 3.2 Describe how to encourage responsible space occupancy
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of the effective management of space in own organisation.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM 323
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Asset Skills
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM & WAMITAB
Units available from	01/09/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Key concepts of space planning and space management • Space allocation guidelines or policies • Measurement of space (gross, net, usable) • Space planning tools (for example computer aided design (CAD) systems) • Legislation (Workplace Regulations, Disability Discrimination Act (DDA))
2	<ul style="list-style-type: none"> • Space management projects (for example briefs, block plans, layout plans, time-scale, enabling moves, churn) • Interpretation of space layout drawings (for example furniture layouts, distances, corridors, fire-routes, building structures and building services, adjacencies) • Attributes that have to be updated (for example name, department, location, assets)
3	<ul style="list-style-type: none"> • Ways of using space (for example storage, laboratory, library, meeting, collaboration, residential, retail, production, training) • New ways of using space (for example sharing, home-working, "hotelling", clubbing) • Space occupancy and utilisation measures (for example hours of working, amount of space per person, head count) • Space costs and measures (for example – cost per square foot or metre, overhead or cost-centre, cost per person)

Title:	Understanding support services operations (M3.40)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the range of support services required by the organisation and the legislation that impacts on these services	1.1 Describe the range of support services that is required by own organisation and identify the legislation that impacts on these services
2	Know what support services are and how they are currently being provided and delivered	2.1 Describe the role of service level agreements, their structure and format and how they are used with both customers and suppliers in own organisation 2.2 Briefly describe what support services are currently being provided by the facilities management department and how these are delivered
3	Understand the options of delivering support services	3.1 Explain various ways of providing support services to meet organisational requirements 3.2 Explain how the quality of support services is measured and monitored
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of support services operations.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM305, FM317
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2010
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Knowledge and understanding of the products or services required by the organisation (for example location, resources available to pay for it, image, constraints of physical buildings) • Requirements of occupants of buildings in terms of the support they need to function effectively (for example catering services, waste disposal, reprographics, postal services, visitor management) • Awareness of new trends in support service operations (for example scanning of post, use of micro-fibers for cleaning, healthy eating, employer of choice campaigns, daytime cleaning) • Relevant legislation (for example Working Time Regulations, Workplace Regulations, Private Security Industry Act, Transfer of Undertakings for the Protection of Employment (TUPE), Environmental Legislation)
2	<ul style="list-style-type: none"> • Awareness and understanding of service level agreements, their structure and format and how they are used both with customers and suppliers • Interpretation of formal agreements with clients and customers for the delivery of services • Customer service procedures (for example help desk operations, how to log customer information, how to initiate service calls, how to close jobs <ul style="list-style-type: none"> ▪ Authorisation procedures (e.g. how to confirm caller identity, how to validate requests); ▪ Escalation, resolution and complaint handling; ▪ Quality assurance procedures; ▪ Compliance with relevant legislation and regulations (eg. Health and Safety at Work Act); ▪ Maintenance and communication of facilities management/department brand or image • Range of support services (for example cleaning, catering, security, reception, fitness, reprographics, administration)
3	<ul style="list-style-type: none"> • Range of delivery options (for example in-house, contract, partner, self-perform, joint-venture) • Performance measurement and monitoring tools (key performance indicators (KPIs), inspections, audits, customer surveys, visual management, in-house incident records, helpdesk reports)

Title:	Managing sustainability and environmental issues (M3.41)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand sustainability and corporate social responsibility	1.1 Explain the terms sustainability and corporate social responsibility and the legislation associated with these concepts
2	Understand environmental issues affecting the organisation and how these issues can be managed	2.1 List the environmental standards required in own organisation 2.2 Explain the environmental issues affecting own organisation 2.3 Describe ways to manage issues affecting own organisation in an environmentally friendly way
3	Understand the constraints and opportunities of an organisation's building(s) in being environmentally friendly	3.1 Explain the constraints of own organisation's building(s) on environmentally friendly procedures and practices 3.2 Explain the opportunities to enhance own organisation's building(s) environmentally friendly performance
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing sustainability and environmental issues.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM311
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	12
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> Legislative requirements in terms of minimising environmental impact and damage Explanation of sustainability and corporate social responsibility and how these relate to the role of the facilities manager
2	<ul style="list-style-type: none"> Types of environmental issues (for example pollution, climate change, responsible waste management, biodiversity) Impacts of environmental issues on organisations Relevant regulatory and legislative requirements (for example Duty of Care, Licensed Waste Contractors) Environmental standards (for example ISO14001) Methods for minimising environmental impact and damage during work The most suitable choice of materials and equipment given the nature of the work activity, and its potential impact on the environment Ways in which tools and materials should be used in order to minimise environmental impact and damage Types of damage which may occur, the impact these can have on the environment, and the corrective actions to be taken Methods of waste disposal which will minimise the risk to the environment, people and business How to recognise and deal with small scale environment incidents Procedures in place for dealing with environmental incidents The role of facilities management in environmental incidents
3	<ul style="list-style-type: none"> Constraints of building(s) on environmentally friendly procedures and practices (for example type of heating and cooling, structure of roof, level of insulation, solar gain) Opportunities to enhance buildings' environmentally friendly performance (for example alternative sources of energy, re-use of building materials, natural ventilation, energy performance certificates)

Title:	Managing utility services and energy efficiency in the workplace (M3.42)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand own organisation's utility services requirements	1.1 Explain what utility services are required by own organisation and examine what is actually provided 1.2 Explain the options of acquiring utility services to bridge the gap between own organisation's requirements and actual provision
2	Understand the efficiency of own organisation's energy consumption	2.1 Explain the importance of energy management for own organisation 2.2 Examine how own organisation measures energy requirements and actual consumption to determine efficiency 2.3 Identify ways of improving own organisation's energy efficiency
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing utility services and energy efficiency.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM324
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Range of utility services (for example gas, water, electricity, oil, solid fuel, bio-mass, geothermal) • Ways of supplying utility services (for example based on location, range of suppliers, national contracts, tariffs, combined heat and power) • Various options of acquiring utility services (for example re-negotiation of supply and tariffs, wind-turbines, photo-voltaic, grey-water systems, renewables) • Ways of conserving utilities (for example use of building management systems, presence detectors) • Alternative ways of improving utility usage
2	<ul style="list-style-type: none"> • The importance of energy management and the role of the facilities manager in this (Company Energy Policy, Energy Performance Certificates) • Sources of expertise in relation to energy management (for example The Carbon Trust) • Existing systems for monitoring, measuring and reporting on energy matters • Improving energy efficiency (meters, targets, awareness campaigns) • Communication channels for making recommendations and suggestions to improve energy efficiency • The importance of setting a good example to others in relation to energy management

Title:	Understanding procurement and supplier management in the workplace (M3.43)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand procurement in own organisation	1.1 Examine and explain relevant procurement procedures in own organisation 1.2 Describe how procurement requirements can be identified and validated 1.3 Give an example of typical purchases in own area of responsibility 1.4 Give an example of a supply chain in own organisation 1.5 Describe types of specifications used in the organisation
2	Understand how specialists and suppliers are identified and managed in own organisation	2.1 List specialists and suppliers used by own organisation and explain how these specialists and suppliers are selected 2.2 Briefly explain how the performance of specialists and suppliers is monitored and how continuous improvement is encouraged
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of procurement and supplier management.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM314, FM326
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the		Institute of Leadership & Management

unit	
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Procurement procedures (for example purchase orders, requisitions, specifications, terms and conditions, authority levels, payment terms) • Identify sources of supply and procurement needs (for example demand analysis, make-or-buy, lease-or-rent decisions, re-use/recycle) • Awareness of relevant legislative and ethical compliance issues • Specifications (input, output and function) • Examples of typical facilities management procurement activities (for example stationary, furniture, uniforms, equipment) • Examples of supply chains
2	<ul style="list-style-type: none"> • Range of specialists and suppliers in facilities management sector and organisations • Selection and appointment processes • Performance and monitoring of suppliers and specialists working with organisations

Title:	Understanding facilities management within the context of an organisation (M3.44)	
Level:	3	
Credit value:	4	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Have an appreciation of trends within facilities management	<p>1.1 Examine and explain trends within facilities management and identify a potential trend that may benefit own organisation</p> <p>1.2 Examine and describe which organisations are considered to be market leaders in terms of facilities management</p>
2	Understand the importance of facilities management within the context of own organisation	<p>2.1 Briefly define the role of the facilities manager</p> <p>2.2 Briefly describe the organisation's purpose, its culture, its performance goals and objectives and explain how facilities management can assist the organisation in achieving its purpose</p> <p>2.3 Briefly describe the organisational structure and explain how facilities management operates within it</p> <p>2.4 Briefly explain possible consequences of poor and ineffective facilities management</p> <p>2.5 Briefly reflect on own ability to influence others to accept both popular and unpopular facilities management actions within the context of own organisation</p>
3	Know how to set team and individual objectives that will ensure effective facilities management in own organisation	<p>3.1 Set team and individual objectives that will ensure effective facilities management to support organisational performance</p> <p>3.2 Describe the structure of the facilities management department in which they work</p>
4	Know what external factors could affect facilities management within an organisation	<p>4.1 Give examples of external factors that could affect facilities management within an organisation</p>

5 Be able to raise the profile of facilities management in the organisation and local community	5.1 Explain ways that they could raise the profile of facilities management 5.2 Examine own organisation's locality and functions within the context of the local community and identify ways of building relationships that enhance the organisation and contribute towards social responsibility targets set by own organisation 5.3 Reflect on ways that they could personally raise the profile of their facilities management role
Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of facilities management within the context of an organisation.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Facilities Management 2008 NOS: FM301
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Asset Skills
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	18

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Trends within facilities management (for example outsourcing, public private partnerships, convergence and integration of technologies in the built environment, consolidation of services, infrastructure management, hotelling, ever increasing customers expectations) • Sources of information about facilities management organisations and services
2	<ul style="list-style-type: none"> • Defining the role of the facilities manager • Different types of organisations and their purposes and culture (for example public sector, not for profit, non governmental, private, owner managed) • Finding and being able to identify organisational goals and objectives • The role that facilities management could play in assisting organisational goals and objectives to be achieved • Identifying and understanding organisational structures (hierarchical, matrix, regional, entrepreneurial) • Types of facilities management structures and how these fit within the larger organisational structure • Possible consequences of poor and ineffective facilities management • Examples of proactive and effective facilities management; and examples of ineffective facilities management • Reflect on own ability to persuade and influence a range of stakeholders including decision-makers in an organisation
3	<ul style="list-style-type: none"> • Setting departmental and individual objectives to support organisational performance objectives (for example specific, measurable, achievable, realistic time bound (SMART) criteria/objectives) • Example of business plans, showing how objectives can help an organisation to achieve its purpose • Various types of departmental structures that organisations may use • Different types of resources and their effective allocation (for example manpower, skills, finance, technology, space, equipment) • Effective workload management
4	<ul style="list-style-type: none"> • Using basic management tools to analyse factors (for example political, economic, social, technological, legal, environmental (PESTLE) and strengths, weaknesses, opportunities, threats (SWOT) • Examples of external factors that could effect facilities management within an organisation (for example natural and manmade catastrophes, the economic and political environment, demographics, societal values, globalisation, scarcity of natural and manmade resources) • A basic appreciation of change management principles • Examples of how structures could be modified to cope with various changes

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- Ways to raise the profile of facilities management (for example professional conduct, being a role-model, being willing to listen, engage in further career development, being honest and trustworthy, being willing to explore feasible alternative options, pride for a job well done, accepting responsibility, giving attention to detail, ensuring that others can get on with their jobs)
- Encouraging systems thinking so that the facilities manager can make the link between an organisation's locality, its functionality and how this could be used to build relationships and contribute towards social responsibility targets (for example apprenticeships, volunteering, work experience, matched-giving, recycling, donations)
- Simple reflective statements (what they did, how well they performed, how they could improve, further development actions required)

Title:	Managing and developing relationships in the workplace (M3.45)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Examine the needs and expectations of others	1.1 Identify and examine the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace 1.2 Explain the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require
2	Meet the needs and expectations of others	2.1 Determine ways of meeting the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints 2.2 Explain ways of checking that the needs and expectations of others have been met
3	Be able to manage relationships where it is not possible to meet the need or expectations of others	3.1 Examine and explain ways of managing relationships where it is not possible to meet the need or expectations of others within organisational guidelines and constraints
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of Managing and developing relationships in the workplace.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM302
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Explanation of stakeholders and stakeholder analysis • Identify ways of determining the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace (for example surveys, interviews, focus-groups, feedback, suggestion boxes, comment cards) • Ways of examining/validating that identified needs and expectations are relevant • The benefits of knowing what relevant others require
2	<ul style="list-style-type: none"> • Ways of meeting the needs and expectations of relevant others (active and effective listening, clear, accurate and relevant communication; understanding of their environment/situation, progress reporting, feeding back, timely delivery of the correct requirement) • Principles of effective communication • Ways of checking that the needs and expectations have been met (for example feedback, surveys, mystery shop, meetings, complaints and compliments, internal records)
3	<ul style="list-style-type: none"> • The importance of establishing trust and confidence • Ways of managing relationships where it is not possible to meet the needs of others (for example good communication, possible alternative solutions, possible future alternatives, informing superiors, clear explanation as to why it is not possible to meet the needs, building trust and confidence by being open, honest and transparent, being willing to listen, exploring all options and giving a clear rationale, politeness and courtesy, being customer focussed) • Principles of effective communication • Basic knowledge of negotiation and consultation skills • Basic knowledge of conflict management and problem solving

Title:	Managing contracts and contractors in the workplace (M3.46)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand how contracts are managed in the workplace	1.1 Briefly outline contract management procedures and tools used in own workplace 1.2 Give an example of a contract that they assist in managing and explain how they do this
2	Understand how contractors can be managed in the workplace	2.1 Explain how to communicate all relevant information to contractor(s) in the workplace 2.2 Give an example of a contractor that they manage and explain what information the contractor will require to perform their function safely 2.3 Using the example they have provided explain a control tool that they could use to monitor the contractors work 2.4 Using the example they have provided explain how they could stop a contractor working if the work were unsafe, unauthorised or causing business disruption
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing contracts and contractors in the workplace.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM326
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Asset Skills
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Basic awareness of contract law (the importance of agreement between two parties) • Types of contracts (for example Fixed Price, Measured Term, Framework) • Contract management procedures and tools (contract reviews, compliance audits, customer surveys, meetings, service level agreements, regular reports) • Basic awareness of the scale and scope of contracts (regional, national or global) • Basic awareness of the monitoring and evaluation of contracts including penalties and rewards for delivery • Basic awareness of the stages of commissioning or mobilizing new contracts (for example enabling works, site access, documentation, transfer of staff, training, induction) (learners may be part of a team doing this, or expected to be able to work in a team doing this)
2	<ul style="list-style-type: none"> • Examples of types of relevant information required by contractors (for example fire, safety, code of conduct, accident reporting, hours of work, safety equipment, emergency arrangements) • Types of contractors commonly used in the workplace (for example photo-copy engineers, water cooler distributor, decorator, internal landscaping operatives, food seller and distributor, lift engineers, maintenance contractors, specialist cleaning contractors) • Examples of control tools (permit to work, risk assessment, method statement, security ID, access control, insurance) • Ways to stop contractors from working under certain conditions (for example communication, confiscate equipment under extreme conditions, switch off equipment, close off area, de-activate work permit, withdraw access)

Title:	Delivering service in the workplace (M3.47)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Be able to deliver service in the workplace	1.1 Identify a facilities management service that must be delivered in the workplace 1.2 Plan the delivery of the facilities management service identified including all resource requirements 1.3 Explain how the delivery of the facilities management service identified will be communicated to others
2	Understand how to collect feedback and evaluate service delivery in the workplace	2.1 Explain how they would collect and evaluate feedback from relevant others about the facilities management service identified and planned
3	Understand how to monitor the service delivery activity to ensure continuous improvement	3.1 Explain what tools they would use to continuously monitor the effective delivery of facilities management services to ensure continuous improvement
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of delivering service in the workplace.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM301, FM305, FM309
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Identification of facilities management services • Effective planning and organisational techniques/tools/methods • Resource requirements within facilities management • Ways of communicating effectively
2	<ul style="list-style-type: none"> • Ways of collecting and evaluating feedback from others about service delivery (questionnaires, surveys, comment cards, verbal feedback, electronic feedback) • Ways of dealing with feedback that identifies significant problems and issues in the delivery of the facilities management services
3	<ul style="list-style-type: none"> • Explanation of continuous improvement • Tools and techniques for monitoring effective delivery of services (for example complaint log books, analysis of help-desk fault reports, analysis of down-time of equipment, analysis of incidents etc)

Title:	Understanding incident management and disaster recovery in the workplace (M3.48)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand risk assessment and potential hazards and risks in the workplace	1.1 Explain the process of risk assessment 1.2 Describe potential hazards and incidents that could occur in own workplace 1.3 Describe potential outcomes if hazards and incidents are not managed
2	Understand how to reduce the impact of hazards on people and the organisation	2.1 Explain how to reduce the impact of hazards on people and the organisation 2.2 List mitigation measures used to prevent incidents in the organisation 2.3 Describe monitoring and review processes that are used in own organisation
3	Understand how to recover after an incident has occurred in the workplace	3.1 Explain the recovery procedures in own organisation 3.2 Describe an incident that could occur in own workplace and explain their role should this incident occur
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of incident management and disaster recovery in the workplace.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM320
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/09/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Explanation of risk management (for example risk assessment, risk analysis, 5 steps) • Identify a range of hazards and their consequences • Identify the people and their business processes that could be effected by potential hazards • Identify typical facilities management incidents (for example someone tripping on a slippery floor etc)
2	<ul style="list-style-type: none"> • Explanation of risk mitigation (for example training, insurance, outsourcing, communication, prevention controls, good housekeeping) • Risk assessment record keeping and reviews (for example new staff, new equipment, new location, new processes, after incident)
3	<ul style="list-style-type: none"> • Explanation of business continuity and disaster recovery planning (suggest that tutors work through examples and case studies) • The role of facilities management in business continuity or disaster recovery teams

Title:	Understanding security measures in the workplace (M3.49)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand security measures in the workplace and associated legislation	1.1 Identify and explain security measures in own organisation and workplace 1.2 Briefly describe relevant legislation affecting security measures in the workplace
2	Know whether the prescribed security measures are effective in the organisation	2.2 Examine the effectiveness of prescribed security measures in the organisation and workplace 2.3 Identify potential weaknesses between prescribed security measures and what happens in reality
3	Know how to identify improvements to existing security measures	3.1 Based on the most important potential weaknesses identified propose appropriate improvements to security measures
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding effective security measures in the workplace.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Facilities Management 2008 NOS: FM307
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Asset Skills
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM and WAMITAB

Units available from	01/09/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Explanation of security measures in organisation and workplace affecting people, place and business (for example access control, restricted areas, identification systems, protective clothing, locks and safes, authorisation procedures, patrolling, employee checks, close circuit television (CCTV), passwords, fire-walls, anti-virus software checks, document protection systems, confidential waste management, data protection and security) • Relevant legislation (for example Data Protection Act, Human Rights, The Regulation of Investigatory Powers, Computer Misuse Act, Private Security Industries Act)
2	<ul style="list-style-type: none"> • Identify limitations and restrictions in a range of security measures and arrangements • Identifying gaps between requirements and reality • Prioritisation of weaknesses
3	<ul style="list-style-type: none"> • Explanation of improving existing or providing alternative security measures and arrangements (for example new technology such as biometrics)

Title:	Introduction to leadership and management (M3.50)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand leadership and management	1.1 Define leadership and management 1.2 Explain various leadership and management styles that may be relevant in their organisation	
2 Understand own management style	2.1 Identify factors in the workplace that will influence own choice of management style(s) and behaviours 2.2 Explain how their management style and behaviour impacts on their team and work colleagues	
Additional information about the unit		
Unit purpose and aim(s)	To develop an understanding of leadership and management and to gain an understanding of own management style and its impact on the team, colleagues, peers and subordinates in the workplace.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6 Links to Facilities Management NOS: FM316	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	
Units available from	01/09/2008	

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Definitions of leadership and management • Explanation of various leadership and management styles (for example consultative, dictatorial, paternal, authoritative etc)
2	<ul style="list-style-type: none"> • Factors in the workplace that will influence choice of management styles (for example type of organisation, type of people and the ethos and culture of the organisation, own ability and confidence, line manager and their styles/expectations, learners authority to delegate and take responsibility, external factors, type of legislation governing organisation) • The importance of knowing the team and their abilities • Management style and behaviour and its potential impact on others (for example encourages transparency, honesty, trust, respect, confidence, belief in the organisation and its role and objectives)

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A P P E N D I X - B

ASSESSMENTS FOR THE LEVEL 3 AWARD, CERTIFICATE AND DIPLOMA IN FACILITIES MANAGEMENT

REFLECTIVE KNOWLEDGE REVIEW - M3.23 MANAGING HEALTH AND SAFETY AT WORK

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assignment is about reviewing health and safety in your workplace (or in another organisation with which you are familiar if you are unemployed). To do this you will have to:</p> <ul style="list-style-type: none"> Review health and safety roles and responsibilities; conduct a risk assessment; and explain the importance of environment responsibility. <p><i>The pass mark is 50% and you will have to achieve a minimum number of marks in each section of the assignment. This is indicated in italics at the bottom of each section.</i></p>	
Please use the headings shown below when writing up your assignment	Assessment Criteria
<p>Review of health and safety roles and responsibilities</p> <p>Carry out a review of your role and responsibilities in relation to health, safety, welfare and environment protection at work. You should:</p> <ul style="list-style-type: none"> Identify two pieces of legislation relating to health, safety and welfare relevant to your workplace (4 marks) Explain two duties the law imposes on you, as a manager, and on your team in relation to Health and Safety (10 marks) Outline your responsibility as a manager contained in your organisation's Health and Safety Policy or Environmental Protection Policy (20 marks) Explain what is meant by "a competent person" in your workplace in the context of health and safety (6 marks) Identify two ways you can provide health and safety information, instruction and training to your team (4 marks) Identify the expertise available in your organisation to help and advise you regarding issues of health and safety and environmental protection (6 marks) <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> Two pieces of legislation relating to health, safety and welfare at work were identified Two duties statute law imposes on both the manager and the team were explained The manager's responsibilities contained within the organisation's Health and Safety Policy were outlined The meaning of "a competent person" was explained Two ways to provide Health and Safety information, instruction and training to the team were identified Expertise available in the organisation to help and advise the manager on health and safety issues was identified
<p>Risk assessment</p> <ul style="list-style-type: none"> Conduct a simple risk assessment in your workplace and explain <u>one</u> practical accident prevention and control measure that could be implemented (30 marks) <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> A simple risk assessment was conducted in the workplace One practical accident prevention and control measure that could be implemented in the workplace was explained
<p>Environmental responsibility</p> <ul style="list-style-type: none"> Explain the importance of environmental responsibility for your organisation and what 	<ul style="list-style-type: none"> The importance of environmental responsibility for your organisation was explained The action the first line manager

action you could take to enable the organisation to fulfil its environmental responsibility <i>(min 10 marks required from 20 available)</i>	could take to enable the organisation to fulfil its environmental responsibility was described
By submitting I confirm that this assessment is my own work	

MARK SHEET - REFLECTIVE KNOWLEDGE REVIEW - M3.23 MANAGING HEALTH AND SAFETY AT WORK

Centre Number:	Centre Name:			
Learner Registration No:	1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>			
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Review of health and safety roles and responsibilities <ul style="list-style-type: none"> • Two pieces of legislation relating to health, safety and welfare at work were identified • Two duties statute law imposes on both the manager and the team were explained • The manager's responsibilities contained within the organisation's Health and Safety Policy were outlined • The meaning of "a competent person" was explained • Two ways to provide Health and Safety information, instruction and training to the team were identified • Expertise available in the organisation to help and advise the manager on health and safety issues was identified 			/ 50 marks (min 25)	
Risk assessment <ul style="list-style-type: none"> • A simple risk assessment was conducted in the workplace • One practical accident prevention and control measure that could be implemented in the workplace was explained 			/ 30 marks (min 15)	
Environmental responsibility <ul style="list-style-type: none"> • The importance of environmental responsibility for your organisation was explained • The action the first line manager could take to enable the organisation to fulfil its environmental responsibility was described 			/ 20 marks (min 10)	
Assessor's decision		Quality assurance use		
Total marks	Outcome	Total marks	Outcome	

	<i>(circle as applicable)</i>		<i>(circle as applicable)</i>
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL
Section referral if applicable:		Date of IQA check:	
Name of assessor:		Name of IQA:	
Assessor signature and date:		IQA signature:	
ILM EV signature:		Date externally verified (where applicable):	

KNOWLEDGE ASSESSMENT: M3.44 UNDERSTANDING FACILITIES MANAGEMENT WITHIN THE CONTEXT OF AN ORGANISATION

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assignment is about understanding facilities management within the context of an organisation. To do this you will have to:</p> <ul style="list-style-type: none"> • Examine the trends within facilities management. • Understand the importance of facilities management within the context of your organisation. • Set team and individual objectives that will ensure effective facilities management in own organisation. • Give examples of external factors that could affect facilities management within own organisation. • Know how to raise the profile of facilities management in the organisation and local community. <p><i>The pass mark is 50% and you will have to achieve a minimum number of marks in each section of the assignment. This is indicated in italics at the bottom of each section.</i></p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Trends within facilities management</p> <ul style="list-style-type: none"> • Examine and explain trends within facilities management and identify a potential trend that may benefit your organisation (<i>15 marks</i>) • Examine and describe which organisations are considered to be market leaders in terms of facilities management (<i>5 marks</i>) <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Examined and explained trends within facilities management and identified a potential trend that may benefit own organisation • Examined and described which organisations are considered to be market leaders in terms of facilities management
<p>The importance of facilities management within the context of own organisation</p> <ul style="list-style-type: none"> • Briefly define the role of the facilities manager (<i>5 marks</i>) • Briefly describe the purpose of your organisation, its culture and its performance goals and objectives. Explain how facilities management can assist your organisation in achieving its goals (<i>10 marks</i>) • Briefly describe your organisation's structure and how facilities management operates within this structure (you can use a diagram to illustrate this) (<i>5 marks</i>) • Briefly explain possible consequences of poor and ineffective facilities management (<i>5 marks</i>) • Briefly reflect on your own ability to influence others to accept both popular and unpopular facilities management actions (<i>5 marks</i>) <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • Briefly defined the role of the facilities manager • Briefly described the organisation's purpose, its culture, its performance goals and objectives and explained how facilities management can assist the organisation in achieving its purpose • Briefly described the organisational structure and explained how facilities management operates within it • Briefly explained possible consequences of poor and ineffective facilities management • Briefly reflected on own ability to influence others to accept both popular and unpopular facilities management actions within the context of own organisation

<p>Setting team and individual objectives that will ensure effective facilities management</p> <ul style="list-style-type: none"> • Set team and individual objectives that will ensure effective facilities management (10 marks) • Describe the structure of your facilities management department (you can use a diagram to illustrate this) (10 marks) <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Set team and individual objectives that would ensure effective facilities management to support organisational performance • Described the structure of the facilities management department in which they work
<p>External factors that could affect facilities management in your organisation</p> <ul style="list-style-type: none"> • Give examples of external factors that could affect facilities management within your organisation (10 marks) <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • Gave examples of external factors that could affect facilities management within an organisation
<p>Raising the profile of facilities management in the organisation and local community</p> <ul style="list-style-type: none"> • Explain ways that you could raise the profile of facilities management (5 marks) • Examine your organisation's location and functions within the community and identify ways of improving these relationships with the community and meeting your organisational social responsibility targets (10 marks) • Reflect on ways that you could personally raise the profile of facilities management (5 marks) <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Explained ways that they could raise the profile of facilities management • Examined own organisation's locality and functions within the context of the local community and identified ways of building relationships that enhance the organisation and contribute towards social responsibility targets set by own organisation • Reflected on ways that they could personally raise the profile of their facilities management role
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: KNOWLEDGE ASSESSMENT: M3.44 UNDERSTANDING FACILITIES MANAGEMENT WITHIN THE CONTEXT OF AN ORGANISATION

Centre Number:		Centre Name:		
Learner Registration No:		<p>1. Learner named below confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p>Trends within facilities management</p> <ul style="list-style-type: none"> Examined and explained trends within facilities management and identified a potential trend that may benefit own organisation Examined and described which organisations are considered to be market leaders in terms of facilities management 			/ 20 marks (min 10)	
<p>The importance of facilities management within the context of own organisation</p> <ul style="list-style-type: none"> Briefly defined the role of the facilities manager Briefly described the organisation's purpose, its culture, its performance goals and objectives and explained how facilities management can assist the organisation in achieving its purpose Briefly described the organisational structure and explained how facilities management operates within it Briefly explained possible consequences of poor and ineffective facilities management Briefly reflected on own ability to influence others to accept both popular and unpopular facilities management actions within the context of own organisation 			/ 30 marks (min 15)	
<p>Setting team and individual objectives that will ensure effective facilities management</p> <ul style="list-style-type: none"> Set team and individual objectives that would ensure effective facilities management to support organisational performance 				

<ul style="list-style-type: none"> Described the structure of the facilities management department in which they work 			/ 20 marks (min 10)	
External factors that could affect facilities management in your organisation <ul style="list-style-type: none"> Gave examples of external factors that could affect facilities management within an organisation 			/ 10 marks (min 5)	
Raising the profile of facilities management in the organisation and local community <ul style="list-style-type: none"> Explained ways that they could raise the profile of facilities management Examined own organisation's locality and functions within the context of the local community and identified ways of building relationships that enhance the organisation and contribute towards social responsibility targets set by own organisation Reflected on ways that they could personally raise the profile of their facilities management role 			/ 20 marks (min 10)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

WORK-BASED ASSIGNMENT: M3.45 AND M3.47

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assignment is about managing and developing relationships in the workplace and delivering service in your workplace (or in another organisation with which you are familiar if you are unemployed). In doing so you should:</p> <ul style="list-style-type: none"> • Examine the needs and expectations of others. • Know how to deliver a service in the workplace based on needs and expectations. • Collect and examine feedback from others. • Monitor the new service. • Manage any difficult relationships. <p>The suggested word count range for this assignment is between 700 and 1500 words. Check your assignment carefully prior to submission using the assessment criteria.</p> <p><i>The pass mark is 50% and you will have to achieve a minimum number of marks in each section of the assignment. This is indicated in italics at the bottom of each section.</i></p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Examining the needs and expectations of others</p> <p>Identify and examine the needs and expectations of others and explain why it is important to know what they require</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Identified and examined the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace • Explained the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require
<p>Deliver a service in the workplace based on needs and expectations</p> <p>Based on the need that you have identified:</p> <ul style="list-style-type: none"> • Determine a way of meeting this need; and • Plan how you will do this (include all resource requirements) • Explain how you will communicate this new service to relevant others <p><i>(min 23 marks required from 46 available)</i></p>	<ul style="list-style-type: none"> • Identified a facilities management service that must be delivered in the workplace • Determined ways of meeting the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints • Planned the delivery of the facilities management service identified including all resource requirements • Explained how the delivery of the facilities management service identified will be communicated to others

<p>Collecting feedback from others</p> <p>Explain how you will collect and evaluate feedback from others about the new service</p> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • Explained how they would collect and evaluate feedback from relevant others about the facilities management service identified and planned
<p>Monitoring the new service</p> <p>Explain what tools you could use to continuously monitor the effective delivery of the new service</p> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • Explained what tools they would use to continuously monitor the effective delivery of facilities management services to ensure continuous improvement • Explained ways of checking that the needs and expectations of others have been met
<p>Managing difficult relationships</p> <p>Examine and explain what you could do to manage relationships where it is not possible to meet the needs and expectations of others receiving your new service</p> <p><i>(min 7 marks required from 14 available)</i></p>	<ul style="list-style-type: none"> • Examined and explained ways of managing relationships where it is not possible to meet the need or expectations of others within organisational guidelines and constraints
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET - WORK BASED ASSIGNMENT - M3.45 and M3.47

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Examining the needs and expectations of others <ul style="list-style-type: none"> Identified and examined the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace Explained the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require 			/ 20 marks (min 10)	
Deliver a service in the workplace based on needs and expectations <ul style="list-style-type: none"> Identified a facilities management service that must be delivered in the workplace Determined ways of meeting the needs and expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints Planned the delivery of the facilities management service identified including all resource requirements Explained how the delivery of the facilities management service identified will be communicated to others 			/46 marks (min 23)	

Collecting feedback from others					
<ul style="list-style-type: none"> Explained how they would collect and evaluate feedback from relevant others about the facilities management service identified and planned 				/ 10 marks (min 5)	
Monitoring the new service					
<ul style="list-style-type: none"> Explained what tools they would use to continuously monitor the effective delivery of facilities management services to ensure continuous improvement Explained ways of checking that the needs and expectations of others have been met 				/ 10 marks (min 5)	
Managing difficult relationships					
<ul style="list-style-type: none"> Examined and explained ways of managing relationships where it is not possible to meet the need or expectations of others within organisational guidelines and constraints 				/ 14 marks (min 7)	
Assessor's decision			Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:		Date of IQA check:			
Name of assessor:		Name of IQA:			
Assessor signature and date:		IQA signature:			
ILM EV signature:		Date externally verified (where applicable):			

WORK-BASED ASSIGNMENT: M3.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Identify a workplace problem facing you or your team (or a team within another organisation if you are currently unemployed) and examine ways to resolve it.</p> <p><i>For the purposes of this assignment, 'problem' may be interpreted as 'a deviation from the norm' OR 'an improvement opportunity' OR 'a potential or anticipated problem'.</i></p> <p>The 'nominal' word count for this assignment is 1200 words; the suggested range is between 1000 and 2000 words. Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Background Briefly describe your organisation, what it does, and your role within it <i>(min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> Context of assignment was provided
<p>Description of the problem Describe the problem, its nature, scope and impact <i>(min 8 marks required from 16 available)</i></p>	<ul style="list-style-type: none"> The problem, its nature, scope and impact are described
<p>Analysis of the problem Gather and interpret information to identify possible options to solve the problem <i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> Information to identify possible solutions to a problem is gathered and interpreted
<p>Resolution of the problem Clearly state what you hope to achieve Generate and examine options for solving the problem using simple decision making technique(s) to arrive at the best solution State your chosen solution clearly and concisely Make sure that in this evaluation you identify any resource implications <i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> Briefly summarised the options providing facts and evidence not just opinion Used at least one simple decision making technique to evaluate options to arrive at the best solution
<p>Implementation and communication of the solution Provide an action plan for the implementation and communication of the solution Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of outcomes <i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> Planned the implementation and communication of the decision Briefly described which monitoring and review techniques which could be used to evaluate outcomes
By submitting I confirm that this assessment is my own work	

MARK SHEET: SOLVING PROBLEMS AND MAKING DECISIONS: M3.01: WORK-BASED ASSIGNMENT

Centre Number:		Centre Name:		
Learner Registration No:		<p>1. Learner named below confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Background <ul style="list-style-type: none"> Context of assignment was provided 			/ 4 marks (min 2)	
Description of the problem <ul style="list-style-type: none"> The problem, its nature, scope and impact are described 			/ 16 marks (min 8)	
Analysis of the problem <ul style="list-style-type: none"> Information to identify possible solutions to a problem is gathered and interpreted 			/ 24 marks (min 12)	
Resolution of the problem <ul style="list-style-type: none"> Briefly summarised the options providing facts and evidence not just opinion Used at least one simple decision making technique to evaluate options to arrive at the best solution 			/ 30 marks (min 15)	
Implementation and communication of the solution <ul style="list-style-type: none"> Planned the implementation and communication of the decision Briefly described which monitoring and review techniques which could be used to evaluate outcomes 			/ 26 marks (min 13)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		

Name of assessor:	Name of IQA:
Assessor signature and date:	IQA signature:
ILM EV signature:	Date externally verified (where applicable):

WORK-BASED ASSIGNMENT - M3.13 DEVELOPING YOURSELF AND OTHERS

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>This task requires you to analyse your own and one other member of your team's development needs and learning styles. You should consider how you will meet these development needs, what support mechanisms are available and how the development needs can be monitored.</p> <p>The suggested word count range for this assignment is between 700 and 1500 words. Check your assignment carefully prior to submission using the assessment criteria.</p> <p><i>The pass mark is 50% and you will have to achieve a minimum number of marks in each section of the assignment. This is indicated in italics at the bottom of each section.</i></p>	
Please use the headings shown below when writing up your assignment	Assessment Criteria
<p>Analysis of development needs and learning styles</p> <p>Using at least <u>one</u> simple technique carry out a simple development needs analysis on yourself and <u>one</u> member of your team</p> <p>Also identify your own and <u>one</u> other members of the team's Learning styles</p> <p>Record the outcomes and briefly outline the technique you used</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • At least one simple technique for identifying own development needs and the development needs of one other member of the team was used • Own learning style(s) and the learning style(s) of one other member of the team was identified
<p>Development options to meet development needs</p> <p>Briefly analyse <u>two</u> learning/development options available to you, and <u>two</u> learning/development options available to the member of your team</p> <p>Identify any barriers which might prevent any of these options being accomplished and explain how these barriers might be overcome</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • Two learning/development options to meet the need(s) of self and one other member of the team were briefly analysed • The barriers to learning were identified and an explanation given as to how these barriers could be overcome
<p>Support and monitoring</p> <p>Briefly describe support mechanisms that are available for Both you and the member of your team</p> <p>Briefly describe how you would monitor both your own development and the team member's development</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • The support mechanisms for the development of self and one other member of the team were identified • The methods used to monitor the development of self and one other member of the team were described
By submitting I confirm that this assessment is my own work	

MARK SHEET – WORK BASED ASSIGNMENT - M3.13 DEVELOPING YOURSELF AND OTHERS

Centre Number:		Centre Name:		
Learner Registration No:		<p>1. Learner named below confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Analysis of development needs and learning styles <ul style="list-style-type: none"> At least one simple technique for identifying own development needs and the development needs of one other member of the team was used Own learning style(s) and the learning style(s) of one other member of the team was identified 			/ 30 marks (min 15)	
Development options to meet development needs <ul style="list-style-type: none"> Two learning/development options to meet the need(s) of self and one other member of the team were briefly analysed The barriers to learning were identified and an explanation given as to how these barriers could be overcome 			/ 50 marks (min 25)	
Support and monitoring <ul style="list-style-type: none"> The support mechanisms for the development of self and one other member of the team were identified The methods used to monitor the development of self and one other member of the team were described 			/ 20 marks (min 10)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND	PASS/REFERRAL	Total 50 + overall, AND	PASS/REFERRAL	

minimum in each section		minimum in each section	
Section referral if applicable:		Date of IQA check:	
Name of assessor:		Name of IQA:	
Assessor signature and date:		IQA signature:	
ILM EV signature:		Date externally verified (where applicable):	

KNOWLEDGE ASSESSMENT: M3.38 INTRODUCTION TO MANAGING AND MAINTAINING PROPERTY AND ASSETS

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assignment is about managing and maintaining property and assets in your organisation (or in another organisation with which you are familiar if you are unemployed). The two areas that are covered are:</p> <ul style="list-style-type: none"> • Understanding the estate management function; and • Understanding property and building maintenance <p>The suggested word count range for this assignment is between 700 and 1500 words. Check your assignment carefully prior to submission using the assessment criteria.</p> <p><i>The pass mark is 50% and you will have to achieve a minimum number of marks in each section of the assignment. This is indicated in italics at the bottom of each section.</i></p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>The estate management function</p> <ul style="list-style-type: none"> • Describe the property portfolio of your organisation (10 marks) • Explain the benefits and disadvantage of being a tenant and a owner occupier (15 marks) • Describe the basics of the property law (10 marks) • Describe the purpose of having a property register (10 marks) <p><i>(min 22 marks required from 44 available)</i></p>	<ul style="list-style-type: none"> • Described the property portfolio of their employing organisation • Explained the benefits and disadvantages of being a tenant and an owner-occupier • Described the basics of the property law • Described the purpose of having a property register
<p>Premises and building services maintenance</p> <ul style="list-style-type: none"> • List the building services and fabric components within your organisation's estate (10 marks) • Explain the purpose of a building asset register (5 marks) • Identify the ongoing maintenance activities that are carried out and give the resources needed for one of these activities (10 marks) • Describe the types of maintenance regimes (10 marks) • Explain what factors you would consider when developing maintenance plans and schedules (10 marks) • Explain how a computerised maintenance management system could enhance performance recording and tracking of maintenance activities (10 marks) <p><i>(min 28 marks required from 56 available)</i></p>	<ul style="list-style-type: none"> • Listed the building services and fabric components within their organisation's estate • Explained the purpose of a building asset register • Identified the ongoing maintenance activities that are carried out and gave the resources they or others may need for one of these typical maintenance tasks • Described the types of maintenance regimes • Explained what factors they should consider when developing maintenance plans and schedules • Explained how a computerised maintenance management systems can enhance performance of recording and tracking maintenance activities
By submitting I confirm that this assessment is my own work	

MARK SHEET: KNOWLEDGE ASSESSMENT - M3.38 INTRODUCTION TO MANAGING AND MAINTAINING PROPERTY AND ASSETS

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
The estate management function <ul style="list-style-type: none"> Described the property portfolio of their employing organisation Explained the benefits and disadvantages of being a tenant and an owner-occupier Described the basics of the property law Described the purpose of having a property register 			/ 44 marks (min 22)	
Premises and building services maintenance <ul style="list-style-type: none"> Listed the building services and fabric components within their organisation's estate Explained the purpose of a building asset register Identified the ongoing maintenance activities that are carried out and gave the resources they or others may need for one of these typical maintenance tasks Described the types of maintenance regimes Explained what factors they should consider when developing maintenance plans and schedules Explained how a computerised maintenance management systems can enhance performance of recording and tracking maintenance activities 			/ 56 marks (min 28)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		

Name of assessor:	Name of IQA:
Assessor signature and date:	IQA signature:
ILM EV signature:	Date externally verified (where applicable):

REFLECTIVE REVIEW: M3.50 INTRODUCTION TO LEADERSHIP AND MANAGEMENT

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>This assignment is about understanding leadership and management and understanding your own management style.</p> <p>The suggested word count range for this assignment is between 500 and 1500 words. Check your assignment carefully prior to submission using the assessment criteria.</p> <p><i>The pass mark is 50% and you will have to achieve a minimum number of marks in each section of the assignment. This is indicated in italics at the bottom of each section.</i></p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Leadership and Management</p> <p>Define leadership and management and explain the various leadership and management styles used in your organisation</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • Defined leadership and management • Explained various leadership and management styles that may be relevant in their organisation
<p>Understanding your own management style</p> <p>Identify factors in your workplace that will influence your choice of management style(s) and behaviours</p> <p>Explain how your management style and behaviour impacts on the team</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • Identified factors in the workplace that will influence own choice of management style(s) and behaviours • Explained how their management style and behaviour impacts on their team and work colleagues
By submitting I confirm that this assessment is my own work	

MARK SHEET: REFLECTIVE REVIEW - M3.50 Introduction to leadership and management

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Leadership and Management <ul style="list-style-type: none"> Defined leadership and management Explained various leadership and management styles that may be relevant in their organisation 			/ 50 marks (min 25)	
Understanding your own management style <ul style="list-style-type: none"> Identified factors in the workplace that will influence own choice of management style(s) and behaviours Explained how their management style and behaviour impacts on their team and work colleagues 			/ 50 marks (min 25)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		