

# Level Facilities Management Supervisor Version 1.1(ST0170)

## Apprenticeship Assessment Specification and Guidance

Army Catering  
Training Trust





## Contents

Summary of revision to AA Specification and Guidance	3
Introduction	3
Contact information	3
Overview of the role of the Facilities Management Supervisor	4
Occupational Profile	4
Entry Requirements	5
Duration	5
English and Maths	5
Level	5
Review	5
Knowledge, Skills & Behaviours	5
Roles and Responsibilities	7
Internal Quality Assurance	8
Regulated Qualification	8
Standardisation and Moderation	9
Apprenticeship Assessment	9
Gateway – Readiness for Gateway	9
Order and Timings	10
Submission of Gateway evidence	10
Planning Meeting	10
Summary of Apprenticeship Assessment Methods	12
On-Demand Test	13
Practical Observation	15
Professional Discussion	17
Grading	19
Re-sits / Re-takes	20
Appeals, Complaints, Maladministration & Malpractice	21
Reasonable Adjustments & Special Considerations	21
Certification	21



## Summary of revision to AA Specification and Guidance

Summary of the revisions	Assessment Plan Version Number	Date of Revision	Completed by
Functional Skills requirements	All versions	11 Feb 25	Sion Farrell
Remove IfA&TE and substitute with Skills England	All versions	01 Aug 25	Sion Farrell
Substitute EPA with AA, IEPA with IA & EPAO with AO	V1.1	23 Feb 26	Sion Farrell

### Introduction

This handbook has been developed to provide guidance required of the apprentices, and employers for support, to achieve the Apprenticeship Assessment (AA) for the Level 3 Facilities Management Supervisor Version 1.1, ST0170.

All information in this document was correct at the time of publishing.

### Contact information

The ACTT can be contacted using the email [gac@theactt.co.uk](mailto:gac@theactt.co.uk) for any queries or requests



## Facilities Management Supervisor

### Overview of the role of a Level 3 Facilities Management Supervisor

Managing the working environment for an organisation's employees and services within industrial and commercial buildings.

#### Occupational profile

This occupation is found in small and medium enterprises, large and multinational organisations in private and public sectors. For example: housing, health, social care, energy, hospitality, education, commercial properties, leisure, and retail. It is found in organisations where the management of multi-disciplinary activities, within the built environment, impact upon people and the workplace. At a corporate level, facilities management contributes to the delivery of strategic and operational objectives. On a day-to-day level, effective facilities management activities are vital to the performance and success of any organisation, whatever its size and scope.

The broad purpose of the occupation is to supervise a team of facilities management staff to provide a safe and efficient working environment. Facilities management encompasses hard, soft, total or integrated functions. Services labelled as hard are estate or building management. Services called soft are catering, cleaning, administration, and security. Total facilities management can be the process of combining and integrating all facility management services into a single contract. As a facilities management supervisor it is vital to contribute towards health and safety regulations and organisational or contractual procedures. They need to achieve agreed key performance indicators and meet service level agreements. They will supervise a team, delegating duties and responsibilities. The team must always maintain high standards of performance meeting clients, customers and building users. They need good communication skills to resolve customer service queries. Analytical skills are required for monitoring customer service issues. They will identify reoccurring issues, problem-solving and then implementing solutions to improve services. There will be involvement in continuous improvement of systems and processes to ensure procedures, policies and guidance are updated. These can relate to emerging and technological advancements, legislative and social changes. As a supervisor they will contribute towards the development and wellbeing of the team.

In their daily work an employee in this occupation interacts with their clients, the public or building users to ensure the service provided meets their needs. They will work collaboratively with internal and external stakeholders. Within an organisation they could work with the senior leadership team, procurement and supply chain, sales and marketing, and human resources staff. Working on sustainability plans with continuous improvement teams to improve the organisation's carbon footprint on their net-zero journey. They could interact with the finance and audit departments to ensure accurate reporting. External stakeholders can include suppliers, logistics and transportation providers, contractors, and the emergency services. They would typically report to a facilities manager or head of facilities.

An employee in this occupation will be responsible for the safety of themselves and their team when conducting daily activities. Always aiming to ensure the safety of the public and building users. They will be responsible for carrying out and reviewing risk assessment plans. Supporting



and reviewing the budget and the costs of the facilities management service to meet financial targets. Facilities management supervisors will monitor and adhere to appropriate building governance and compliance standards.

The Level 3 Facilities Management Supervisor Standard and Assessment Plan can be accessed online at [Skills England](#)

## Entry Requirements

Entry requirements are to be set by employers.

## Duration

A full-time facilities management supervisor apprentice typically spends 18 months on programme. The apprentice must spend at least 15 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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

## English and Maths

Only apprentices who began their apprenticeship training when aged 16-18 will continue to be subject to the mandatory requirement to study towards and achieve English and maths. Apprentices who began their apprenticeship training when aged 19+ will no longer be subject to the mandatory requirement to study towards and achieve English and maths. However, for apprentices aged 19+, the apprentice or their employer can still choose for the apprentice to study towards an English and maths qualification.

## Level

This apprenticeship standard is set at Level 3.

## Review Date

This apprenticeship will be reviewed in accordance with Skills England change request policy.

## Knowledge, Skills and Behaviours

### Knowledge and understanding (Know it)

**K1:** Characteristics and features of facilities management: hard, soft, total or integrated, personnel.  
**K2:** Awareness of health and safety regulations and codes of practice, relevance to the occupation and the own responsibilities. Health and Safety at Work Act. Control of Substances Hazardous to Health (COSHH). Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Business continuity plans (BCP). Building regulations. Life support systems. L8 water hygiene. Manual handling. Personal Protective Equipment (PPE). Working at height. Working in confined spaces. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls.

### Skills (Show it)

**S1:** Supervise the facilities management function.  
**S2:** Comply with health and safety regulations, building regulations, codes of practice and organisational policies and procedures.  
**S3:** Comply with risk assessments, method statements and safe systems of work and apply control measures.  
**S4:** Supervise others when using facilities management environment tools and equipment for example, plant, machinery, electrical equipment, manual tools.



**K3:** Methods and policies to promote safe working; risk assessments, method statements and safe systems of work.

**K4:** Manufacturer's instructions; facilities management environment tools and equipment: for example, plant, machinery, electrical equipment, manual maintenance tools.

**K5:** Sustainability legislation and regulations: current and developing sustainable principles, practices and techniques.

**K6:** Sustainable procurement methods and practices: and use of resources, equipment and supplies.

**K7:** Principles of leadership: supervisory, teamwork, and coaching techniques.

**K8:** Scope and limits of authority within own role and knowing when to escalate issues and to whom.

**K9:** Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available.

**K10:** Legislative guidance relating to equity, diversity and inclusivity in the workplace.

**K11:** Principles of contract management including prioritisation and issue resolution.

**K12:** Service Level Agreements (SLAs) and Key Performance Indicators (KPIs) their purpose and value in a facilities management environment.

**K13:** Stakeholder management and relationship building: internal and external, clients, customers, colleagues and building users.

**K14:** Principles of financial management in a facilities environment including annual budgets and cost centre management.

**K15:** Written and digital communication techniques. Plain English principles. Facilities terminology. Report writing.

**K16:** Principles and techniques of continuous improvement, for example lean, 6-sigma, KAIZEN.

**K17:** Verbal communication techniques. Giving and receiving information. Matching style to audience. Barriers in communication and how to overcome them. Facilities terminology.

**K18:** Problem solving techniques for example diagnostics, root cause analysis DMAIC (Define, Measure, Analyse, Improve, Control), PDCA (Plan Do Check Act).

**S5:** Apply sustainable processes and practices, monitoring and solving sustainability problems which impact climate change in the facilities management function within their organisation.

**S6:** Use resources to complete tasks, with consideration for cost, quality, safety, security and environmental impact.

**S7:** Lead a team of facilities personnel.

**S8:** Apply problem solving techniques to create solutions to complex problems within limits of authority within own role and consult line management.

**S9:** Plan, prioritise and delegate tasks to the facilities team for completion.

**S10:** Use information and digital technology to analyse data to monitor performance.

**S11:** Create, maintain and enhance collaborative working relationships with internal and external stakeholders.

**S12:** Communicate verbally with internal and external stakeholders Give and receive information.

Matching style to audience. Recognising barriers in communication and how to overcome them. Facilities terminology.

**S13:** Investigate queries to find underlying cause and identify potential solutions.

**S14:** Apply financial management principles in department budget spending.

**S15:** Apply continuous improvement techniques to devise potential solutions.

**S16:** Communicate with internal and external stakeholders using sector specific terminology through written means.



## **Behaviours (live it)**

**B1:** Take responsibility for own actions and for the actions of those under their supervision or direction to promote safety.

**B2:** Considers the environment and sustainability.

**B3:** Act ethically.

**B4:** Promote an inclusive workplace for example respectful of different views.

**B5:** Adapt to new and changing situations with clients and customers.

**B6:** Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice and supports others' professional development.

## **Duties**

**Duty 1** Support hard and soft facilities management functions.

**Duty 2** Contribute to health and safety regulations and organisational or contractual procedures. Carry out and review risk assessment plans in accordance with the requirements for the facilities management service.

**Duty 3** Ensure public, team and own safety on site through active collaboration with key stakeholders.

**Duty 4** Manage the day-to-day performance of your team in reaching personal goals and contribute to their wellbeing and development.

**Duty 5** Supporting the organisation's environmental and sustainability plans and targets. Consider sustainable use of resources, equipment and supplies for the facilities management service.

**Duty 6** Managing internal and external customer relationships to build trust and ensure delivery is in line with agreed key performance indicators (KPIs) or service level agreements (SLAs).

**Duty 7** Deliver day-to-day facilities management services meeting clients, customers and building users expectations.

**Duty 8** Resolve customer service queries and issues in accordance with contractual requirements.

**Duty 9** Monitor customer service issues in order to prevent re-occurrence through problem-solving and implementing solutions.

**Duty 10** Support and review the budget and the costs of the facilities management service to meet financial targets.

**Duty 11** Monitor and adhere to appropriate building governance and compliance standards.

**Duty 12** Contribute to continuous improvement of systems and processes to ensure procedures, policies and guidance are updated in line with emerging and technological advancements, legislative and social changes.



## Roles and responsibilities

### Apprentice

As a minimum, the apprentice should:

- complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months
- complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider
- understand the purpose and importance of AA
- prepare for and undertake the AA including meeting all gateway requirements

### Employer

As a minimum, the apprentice's employer must:

- select the training provider
- work with the training provider to select the AO
- work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs
- arrange and support off-the-job training to be undertaken by the apprentice
- decide when the apprentice is working at or above the apprenticeship standard and is ready for AA
- ensure the apprentice is prepared for the AA
- ensure that all supporting evidence required at the gateway is submitted in line with this AA plan
- confirm arrangements with the AO for the AA in a timely manner, including who, when, where
- provide the AO with access to any employer-specific documentation as required for example, company policies
- ensure that the AA is scheduled with the AO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs
- ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the AA
- ensure that any required supervision during the AA period, as stated within this AA plan, is in place
- ensure the apprentice has access to the resources used to fulfil their role and carry out the AA for workplace-based assessments
- remain independent from the delivery of the AA
- pass the certificate to the apprentice upon receipt



## Apprenticeship assessment organisations (AOs)

As a minimum, the AO must:

- conform to the requirements of this AA plan and deliver its requirements in a timely manner
- conform to the requirements of the apprenticeship provider and assessment register
- conform to the requirements of the external quality assurance provider (EQAP)
- understand the apprenticeship including the occupational standard and AA plan
- make all necessary contractual arrangements including agreeing the price of the AA
- develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material
- maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the AA or from the result of an assessment. It must cover:
  - apprentices
  - employers
  - independent assessors
  - any other roles involved in delivery or grading of the AA
- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
- appoint independent, competent, and suitably qualified assessors in line with the requirements of this AA plan
- appoint administrators, invigilators and any other roles where required to facilitate the AA
- deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the AA as specified within this AA plan. This should include how to record the rationale and evidence for grading decisions where required
- conduct standardisation with all their independent assessors before allowing them to deliver an AA, when the AA is updated, and at least once a year
- conduct moderation across all of their independent assessors' decisions once AAs have started according to a sampling plan, with associated risk rating of independent assessors
- monitor the performance of all their independent assessors and provide additional training where necessary
- develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
- use language in the development and delivery of the AA that is appropriate to the level of the apprenticeship
- arrange for the AA to take place in a timely manner, in consultation with the employer
- provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the AA
- confirm the gateway requirements have been met before they start the AA for an apprentice
- arrange a suitable venue for the AA



- maintain the security of the AA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
- where the AA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
- confirm the overall grade awarded
- maintain and apply a policy for conducting appeals

The Army Catering Training Trust (ACTT) is an AO and is registered on the government Apprenticeship Provider and Assessment Register (APAR) service. A requirement of Apprenticeship Standards is for the AA to be delivered independently by an organisation who is on the register.

The ACTT APAR number is EPA0062.

### **Independent Assessor**

An Independent Assessor (IA) must be someone who has nothing to gain from the outcome of the apprenticeship assessment and must not have been involved in training or be in the line management of the apprentice. They must be approved and appointed by ACTT to undertake the apprenticeship assessment of the apprentice. IA's must also comply with the assessment plan:

As a minimum, an IA must:

- be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment
- have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation
- have the competence to assess the AA and meet the requirements of the IQA section of this AA plan
- understand the apprenticeship's occupational standard and AA plan
- attend induction and standardisation events before they conduct an AA for the first time, when the AA is updated, and at least once a year
- use language in the delivery of the AA that is appropriate to the level of the apprenticeship
- work with other personnel, where used, in the preparation and delivery of assessment methods
- conduct the AA to assess the apprentice against the KSBs and in line with the AA plan
- make final grading decisions in line with this AA plan
- record and report assessment outcome decisions
- comply with the IQA requirements of the AO
- comply with external quality assurance (EQA) requirements
- practice standardised assessment principles set out by the ACTT

The ACTT will provide all necessary resources in order for Independent Assessors to deliver Apprenticeship assessment services.



## Internal Quality Assurance

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

AOs for this AA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

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

The ACTT has developed policies and processes to ensure robust internal quality assurance is conducted to meet the requirements of the assessment plan being delivered. These policies have been provided to employers for ease of access.

To ensure consistent and reliable judgements are made, independent end-point assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities. To ensure the requirements on internal quality assurance of the assessment plan are being met the ACTT will:

- Ensure all their independent assessors are competent in meeting both occupational and assessment criteria requirements
- Develop assessment tools and supporting materials
- Provide training and development opportunities to support Assessors make consistent and reliable decisions
- Apply robust quality assurance processes including standardised approach to the assessment, observation of assessment practices, standardised reporting practices and moderation activities.
- Ensure assessments are planned, communicated and executed fairly
- Address poor performance from assessors to ensure high standards of Apprenticeship assessment
- Obtain and review feedback / satisfaction results from apprentices and employers, taking appropriate actions for improvement
- Address and administer any appeals and grievances fairly and in line with the ACTT's complaints, appeals policies, and procedures

## Regulated Qualification

The Level 3 Facilities Management Supervisor standard is a regulated by Ofqual.



## **Standardisation and moderation**

All assessors are required to attend standardisation and moderation activities; this will ensure consistency of the assessment approach and grading aligned to the assessment plan. Standardisation is conducted during planned events such as face-to-face activities and online meetings; it can also be achieved through the provision of updates and guidance issued by the ACTT.

IQA's will also conduct observations of assessments practices, the apprentice and employer will be informed when this is to take place.

## **Apprenticeship Assessment**

Apprenticeship assessment is a synoptic assessment of knowledge, skills and behaviours outlined in the apprenticeship standard, which has been learned whilst on an apprenticeship programme specifically for that standard. The purpose of the AA is to ensure the apprentice meets the standard in its entirety.

All apprentices must undertake the independent AA at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the AA.

The AA can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. The assessor selected to deliver the AA must not have been involved with the delivery of training or is in the apprentice's line management.

All assessment decisions for the AA must be made by the independent assessment organisation.

The ACTT has developed AA instruments to ensure that they are:

- Valid and appropriate to assess occupational competence of the apprentice and will deliver reliable outcomes
- Fair to all apprentices
- Practicable for apprentices and the employers and can be delivered effectively and efficiently in the vocational setting

## **Readiness for Apprenticeship Assessment**

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the AA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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



They must:

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

Following the successful submission of the Gateway evidence the ACTT will review and inform the employer / training provider that the apprentice has now passed through Gateway and the 3-month window to complete the AA has started.

If the submission is not successful the ACTT will inform the employer / training provider and the reasons why for them to correct and re-submit.

The IA will agree a plan and schedule for each assessment activity with the apprentice and employer representative to ensure all components can be completed within a three-month Apprenticeship assessment window.

### **Portfolio of Evidence Requirements**

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

Evidence sources may include:

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

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

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

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



Gateway evidence must be submitted to the ACTT, along with any organisation specific policies and procedures requested by the ACTT.

### **Order and timings of the AA**

There are two AA methods for the Facilities Management Supervisor. Assessment methods may take place in any order. This assessment window begins when the ACTT confirms that the apprentice has successfully passed through the gateway, unless in the opinion of the ACTT exceptional circumstances apply.

Following the successful submission of the Gateway evidence the ACTT will review and inform the employer / training provider that the apprentice has now passed through Gateway and the 3-month window to complete AA has started.

If the submission is not successful the ACTT will inform the employer / training provider and the reasons why for them to correct and re-submit.

### **Planning Meeting**

Following the Gateway submission the ACTT will appoint an IA; this Assessor will have had no input into the training of the apprentice and will not be part of their line management.

The Assessor will then contact the employer to organise a suitable date and time for a planning meeting to be delivered. Most planning meetings are delivered online but can be delivered face-to-face.

During the planning meeting the Assessor will agree a plan, with the Apprentice and Line Manager, on how the apprenticeship assessment will be delivered. During this meeting, the Assessor will provide an overview of each assessment, the logistics to complete the assessment and the agreed time and date.

Any special considerations or reasonable adjustments, previously requested, and approved must be considered at this point, the planning must include any approved adjustments or considerations and be recorded.

The meeting will be followed by an email to the Apprentice and Line Manager to confirm all the details.

Any changes, due to personal or work commitments, must be communicated to the Assessor as soon as possible, to allow for contingency planning to meet the 3-month Gateway window.

### **Summary of Apprenticeship Assessment Methods**

The apprentice will be assessed against the apprenticeship standard using two complementary assessment methods.

The two assessment methods: Project – report with presentation and questions and a Professional Discussion underpinned by a portfolio of evidence. The assessments can be taken on the same day or separate days. Assessment methods may take place in any order. Each is individually assessed and are not dependent upon the result from the other before going ahead. Both assessment methods are equally weighted.



Method 1	Method 2
<ul style="list-style-type: none"> <li>• You will be asked to complete a project report. The title and scope will be agreed with the AO at the gateway. As part of the project, you need to write a project report and submit this to the AO. The project report should be a maximum of 2500 (with a 10% tolerance).</li> <li>• You will have 8 weeks to complete the project and submit the project report to the AO.</li> <li>• You need to prepare and give a presentation to an independent assessor. Your presentation slides and any supporting materials should be submitted at the same time as the project output. The presentation with questions will last at least 45 minutes. The independent assessor will ask at least 5 questions about the project and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• You will have a professional discussion with an independent assessor. It will last 30 minutes. They will ask you at least 4 questions. The questions will be about certain aspects of your occupation. You need to compile a portfolio of evidence before the AA gateway. You can use it to help answer the questions.</li> </ul>



The AO will confirm where and when each assessment method will take place.

## Project: report with presentation and questions

### Overview

The project assessment method involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. This process may include for example, research, analysis and the completion of tasks or activities to achieve the outcome. The assessment method will have an output at the end of the defined piece of work. The work completed for the project assessment method must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- completion of the defined piece of work for the project with a project output
- completion of the defined piece of work for the presentation with questions and answers



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

## **Rationale**

This assessment method is being used because:

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

## **Delivery**

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

- a specific problem
- recurring theme
- idea or an opportunity

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

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

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

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

## **Component 1: A project with project report**

The project report must include at least:

- an executive summary (or abstract)
- an introduction
- the scope of the project (including key performance indicators, aims and objectives)
- a project plan



- research outcomes
- data analysis outcomes
- project outcomes
- discussion of findings
- recommendations and conclusions
- references
- appendix containing mapping of KSBs to the report

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

The apprentice must complete and submit the project report and any presentation materials to the ACTT by the end of week 8 of the AA period.

## **Component 2: Presentation with questions**

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

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

The presentation should cover:

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

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

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

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the project report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors



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

During the presentation, the apprentice must have access to:

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

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

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

The apprentice may choose to end the presentation early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or ACTT must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or ACTT cannot suggest or choose to end the assessment methods early, unless in an emergency. The ACTT is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

### Assessment location

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

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

### Grading of Project

Fail - does not meet pass criteria

Theme KSB	Pass	Distinction
<b>Environmental and Sustainability K5 K6 S5 S6 B2</b>	Apprentices must demonstrate all of the pass descriptors	Apprentices must demonstrate all on the pass descriptors and ALL of the distinction descriptors
	Applies sustainability principles, practices and techniques in line with sustainability regulations and organisational procedures to monitor and resource problems in facilities management environment	Explains the consequences to themselves and the business of not applying sustainability regulations and organisational procedures to monitor and resolve problems in the facilities management environment



	<p>which impact climate change. (K5, S5)</p> <p>Considers cost, quality, safety, security and the environmental impact when sourcing and using resources and equipment in the facilities management environment. (K6, S6, B2)</p>	<p>which impact climate change. (K5, S5)</p>
<p><b>Customer and stakeholder expectations K11 K12 K13 K17 S9 S11 S12 B5</b></p>	<p>Adapts to new and changing situations in a facilities management context, using verbal communication in a way that meets the needs of the audience and the situation. (K17, S12, B5)</p> <p>Creates, maintains and enhances collaborative working relationships with internal and external stakeholders. (K3, S11)</p> <p>Plans, prioritises and delegates tasks and issues to the facilities team for resolution to meet SLA and KPIs in line with the contractual agreement within the organisation. (K11, K12, S9)</p>	<p>Evaluates their approach to delivering commercial KPIs and meetings SLAs in their role. (K11, K12, S9)</p>
<p><b>Facilities management finance and reporting K14 K15 S10 S13 S14 S16</b></p>	<p>Uses information and digital technology to analyse and monitor the annual budget and cost centre financial performance of the facilities function, in line with organisational targets. (K14, S10, S14)</p> <p>Investigates facilities related queries to establish underlying causes and identify potential solutions. (S13)</p> <p>Communicates findings and solutions with internal and external stakeholders through written reports and digital means using sector specific terminology and adapting to audience needs. (K15, S16)</p>	<p>Demonstrates how their application of financial planning has resulted in a positive impact to the departmental budget spending. (S14)</p>
<p><b>Health and Safety K3 K4 S3 S4 B1</b></p>	<p>Supervises others when using facilities management environment tools and equipment in line with manufacturer's instructions and organisational procedures. (K4, S4)</p>	<p>Explains the importance of risk assessments, method statements and safe systems of working to the facilities management sector. (S4, B1)</p>



	Complies with safe systems of work and promotes to others through their actions including the use of risk assessments, method statements and control measures in line with legal and regulatory compliance and organisational procedures. (K3, S3, B1)	
<b>Problem resolution and limits of authority K8 K18 S8 B3</b>	<p>Uses problem solving techniques to create solutions to complex problems within their levels of authority. Escalates issues beyond their level of authority consulting with management in line with organisational policy and procedures. (K8, K18, S8)</p> <p>Acts ethically to investigate queries and underlying causes to identify potential solutions. (B3)</p>	Explains their choice of applied problem-solving techniques, identifying the benefits and risks to meeting the project objectives. (K8, K18, S8)

## Professional discussion underpinned by a portfolio of evidence

### Overview

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

### Rationale

This assessment method is being used because:

- it allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis
- it allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the independent assessor to show how they demonstrate the occupation's KSBs and that they are occupationally competent
- reduces the assessment burden on the apprentice

### Delivery

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

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

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



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

The ACTT will give an apprentice 10 days' notice of the professional discussion.

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

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

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

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

The independent assessor must ask at least 4 questions. The independent assessor must use the questions from the ACTT's question bank or create their own questions in line with the ACTT's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or the ACTT must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or the ACTT cannot suggest or choose to end the assessment methods early, unless in an emergency. The ACTT is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

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

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

### **Assessment location**

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

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

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



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

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

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

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

### Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

Theme KSB	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all on the pass descriptors and ALL of the distinction descriptors
Health and safety, safe working practices. K2 S2	Describes how they select and apply health and safety, building regulations and codes of practice appropriate to the task, their occupation and supervisory responsibilities, complying with organisational, statutory and regulatory requirements. (K2, S2)	None
Continuous improvement K16 S15	Explains how they have applied a continuous improvement technique to create a solution to a facilities management related issue or process in their own work. (K16, S15)	Explains what the impact of their continuous improvement activity has been and how it has benefited their organisation. (K16, S15)
Facilities Management function K1 K7 S1 S7	Explains how they supervise the facilities management function in line with its characteristics, features and organisational requirements. (K1, S1)  Describes how they lead a team of facilities personnel in line with organisational requirements. (K7, S7)	None



<b>EDI and Wellbeing K9 K10 B4</b>	<p>Describes mental and physical health considerations of themselves and others and identifies sources of support available for themselves and others. (K9)</p> <p>Explains how they promote inclusive practices in the workplace through the application of equity, diversity and inclusion legislation in their role. (K10, B4)</p>	<p>None</p>
<b>CPD B6</b>	<p>Describes the continued professional development (CPD) activities they have carried out and recorded to meet personal and organisational development needs, showing a commitment to future CPD. (B6)</p>	<p>Evaluates what the impact of CPD they have undertaken has been to their area of practice, and how it has benefited the business. (B6)</p>

The assessor will record their assessment findings and secure the records to the ACTT secure AO portal for quality assurance.

An assessor may abandon or halt the assessment if, in their judgement, there is a risk to the apprentice, colleagues or customers. In this case the assessor must notify the apprentice, employer / training provider and quality assurer must be advised of this action. A record of their rationale for this course of action must be recorded.

It is the responsibility of the ACTT Quality Manager to inform all stakeholders of this decision.

## Overall AA grading

**Performance in the AA determines the overall grade of:**

- fail
- pass
- distinction

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

The ACTT will combine the individual assessment method grades to determine the overall AA grade. If the apprentice fails one assessment method or more, they will be awarded an overall fail.

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



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

Project - Report with Presentation and Questions	Professional discussion Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

### Re-takes/Re-sits

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

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

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

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

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

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

The booking of any re-sit or re-take is the responsibility of the employer / training provider.

### Appeals, complaints, maladministration and malpractice polices

An apprentice, or employer / training provider, may wish to make an appeal or complaint following the delivery of the ACTT Apprenticeship assessment services. The ACTT has provided the following polices for apprentices, employers and training providers to action if required:



- Appeals
- Complaints
- Maladministration and malpractice

Any notice received by the ACTT will follow the procedures set out in these policies.

### Reasonable adjustments or Special Considerations

The employer / training provider must inform the ACTT of any reasonable adjustments and / or special considerations to be considered. Application forms for both can be found in the 'Fair Access to Assessment' policy provided to employers / training providers.

Applications should be made at the earliest opportunity and should be before apprentice's reach 'Gateway'.

It is the responsibility of the employer / training provider to make such applications, on behalf of their apprentices, to ensure their needs are being met.

The ACTT 'Fair Access to Assessment' Policy provides the guidance to make the application, support can also be provided by the ACTT, by contacting the ACTT using [gac@theactt.co.uk](mailto:gac@theactt.co.uk)

### Certification

Following the successful achievement of passing an Apprenticeship assessment the ACTT will request the certificate from the ESFA on the apprentice's recorded ,The certificate will be sent .behalf to the employers nominated add... ,delivery

It is the responsibility of the employer to ensure the apprentice receives their certificates.





Every effort has been made to ensure that the information contained within this document is true and correct at the time of publication. However, the ACTT services are subject to continuous development and improvement, and the right is reserved to change services from time to time. The ACTT cannot accept responsibility for any loss or damage arising from the use of the information in this document.

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