



Higher National Project-based Graded Unit Specification

General Information

This graded unit is part of the HNC Facilities Management. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded unit title: Facilities Management: Graded Unit 1
(SCQF level 7)

Graded unit code: HL9H 34

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Graded unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following aims of the HNC Facilities Management group award.

The aims are to develop an understanding of:

- ◆ The role of a Facilities Manager and the range of tasks undertaken.
- ◆ The role and management of support services operations within a Facilities Management context.
- ◆ Stakeholder relationships and a Facilities Manager's role in the management of these.
- ◆ Health and safety in relation to Facilities Management.
- ◆ Sustainability, environmental issues and their impact within a Facilities Management context.
- ◆ The management of people both within individual teams and the wider Facilities Management industry.
- ◆ Project management as a tool for Facilities Managers.
- ◆ Financial management within a Facilities Management context.
- ◆ Facilities Management strategy and its use within the business environment.

Higher National Project-based Graded Unit Specification: General Information (cont)

Graded unit title: Facilities Management: Graded Unit 1
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Facilities Management: Graded Unit integrates several elements from the mandatory units in the framework to provide a coherent, co-ordinated and relevant project which will encourage the learners to demonstrate the extent of their knowledge and understanding of the subject area.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the graded unit

It is recommended that the learner should have completed or be working towards the completion of the following units relating to the above principal aims prior to undertaking this graded unit:

- ◆ *Facilities Management: An Overview*
- ◆ *Facilities Management: Support Services Operations*
- ◆ *Facilities Management: Managing Stakeholder Delivery*
- ◆ *Facilities Management: Managing Health and Safety*
- ◆ *Facilities Management: Sustainability, Environmental Issues and their Impact*
- ◆ *Facilities Management: People Management*
- ◆ *Facilities Management: Projects*
- ◆ *Facilities Management: Financial Management*
- ◆ *Facilities Management: Strategy*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this graded unit specification.

There is no automatic certification of Core Skills or Core Skill components in this graded unit.

Equality and inclusion

This graded unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on SQA's website:
www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded unit title: Facilities Management: Graded Unit 1
(SCQF level 7)

Assessment

This graded unit will be assessed by the use of a practical assignment. The assignment should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this graded unit.

The assignment undertaken by the learner will be a complex task which may involve:

- ◆ Variables which are complex or unfamiliar
- ◆ Relationships which need to be clarified
- ◆ A context which may be unfamiliar to the learner

The assignment will require the learner to:

- ◆ Analyse the task and decide on a course of action for undertaking the assignment
- ◆ Plan and organise work and carry it through to completion
- ◆ Reflect on what has been done and draw conclusions for the future
- ◆ Produce evidence of meeting the aims which this graded unit has been designed to cover

Overall, the assessment should reflect the learner's ability to draw from knowledge and skills obtained in other units forming part of the HNC Facilities Management.

Conditions of assessment

The learner should be given dates for completing each stage and a final date for completion of the assignment. However, the instructions for the assignment should be distributed to allow the learner sufficient time to assimilate the details and carry out the assignment. During the time between the distribution of the assignment instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

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The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

The final grading given should in addition to the focus and completeness of the learner's evidence, reflect the learner's communications skills with the assessor during the various assignment stages.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded unit title: Facilities Management: Graded Unit 1
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Evidence requirements for this graded unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. Projects are an important part of a Facilities Manager's role; the graded unit will allow learners to demonstrate their understanding of project management within a Facilities Management context. To carry this out, learners will be required to integrate knowledge and skills gained from a number of the mandatory units from the HNC Facilities Management group award,

Learners should have freedom to select suitable projects as a basis for their graded unit. The project should include selecting and developing a suitable project, up to and including recommendation for procurement and resource strategies. Topics which are expected to be identified and examined during the course of the graded unit may include, but are not limited to:

- ◆ budgeting and estimating
- ◆ management and operational resource strategies
- ◆ maintenance and contract management
- ◆ project management
- ◆ managing and monitoring service delivery and performance

Learners will meet the general aims by demonstrating their skills and abilities throughout the three stages of the graded unit. Some examples of demonstrating skills and abilities within the subject areas would be:

- ◆ ability to solve problems relating to compliance, eg technical handbooks
- ◆ numerical and ICT skills in calculating and presenting proposals
- ◆ ability to flexibly identify optimal proposals in, eg resourcing and procuring services

Certain skills and abilities will be demonstrated across all subject areas, some examples being:

- ◆ Communication skills in selecting methods of presentation, eg written, tabular, graphical presentation.
- ◆ Ability in identifying and researching options and working with others in knowledge sharing and problem solving.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum evidence requirements	% Mark Allocation
Stage 1 — Planning	<p>The learner should identify and agree with the assessor a suitable project upon which the practical assignment shall be based. This shall take the form of a brief upon which the learner shall at this stage present an action plan that includes :</p> <ul style="list-style-type: none"> ◆ the learners interpretation of the brief ◆ any information gathered to clarify the brief ◆ aims of the practical assignment ◆ identification of information sources to be used ◆ identification of materials and resources required and how they will be accessed ◆ identification of the stages involved and the timescales for completion of each stage 	20%
Stage 2 — Developing	<p>The learner will have carried out investigative work in exploring options en-route to developing a set of preferred proposals in response to the brief.</p> <p>Typically this will include :</p> <ul style="list-style-type: none"> ◆ an Executive Summary, ie presenting key proposals and timescales for key action ◆ a set of assumptions upon which the key proposals are based ◆ expanded discussion on key proposals and justification of choice ◆ resume on alternative options considered and subsequently rejected ◆ a time line action plan ◆ research and investigation associated with the above ◆ appendices, ie drawings, graphs, tables, etc ◆ references/bibliography 	50%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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Project stage	Minimum evidence requirements	% Mark Allocation
Stage 3 — Evaluating	<p>At this stage the learner will reflect on the assessors feedback to proposals presented at the end of the development stage and :</p> <ul style="list-style-type: none">♦ objectively identify and record how the original proposals might be improved♦ summarise any unforeseen events and how they were handled♦ identify any knowledge and skills which have been gained and/or developed♦ assess the strengths and weaknesses of the output of the practical assignment♦ determine to what extent the assignment met the original brief	30%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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Assessing and grading learners

The overall project will be marked out of 100. Only whole marks should be used. The percentage of marks allocated to each stage of the project is outlined in the evidence requirements.

It is a requirement that learners must meet the minimum evidence requirements for the Planning stage before progressing to the Developing stage before progressing to the Evaluating stage. Learners may produce evidence over and above that specified in the minimum evidence requirements and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the evidence requirements of the graded unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of each stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final Evaluation stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Grade Related Criteria	
Grade A	Grade C
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
♦ has sufficient evidence for the three essential phases of the assignment, is produced to a high standard, and is quite clearly inter-related	♦ has sufficient evidence of the three essential phases of the assignment, is produced to an adequate standard
♦ demonstrates an accurate, consistent and insightful interpretation of the assignment brief	♦ demonstrates an acceptable interpretation of the assignment brief
♦ is highly focused and relevant to the tasks associated with the assignment brief	♦ is focused and relevant to the tasks associated with the assignment brief
♦ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content	♦ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content

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Grade Related Criteria	
Grade A	Grade C
♦ effectively consolidates and integrates required knowledge and skills	♦ consolidates and integrates knowledge and skills but this may lack some continuity and consistency
♦ demonstrates the learner's ability to work autonomously, with minimum support and revision during the assignment	♦ demonstrates independent learning but with support and revision required during the assignment
♦ Demonstrates continuity, consistency and justification in discussion, proposals and recommendations	♦ Shows some continuity, consistency and justification in discussion, proposals and recommendations
♦ Shows originality of thought and thorough research of the topic	♦ Shows some original thought and limited additional research from core materials
♦ Is presented in a suitable, clear and consistent manner, aligned to content presented	♦ Presentation is inconsistent or not the most suitable method
♦ Adheres to timescales for submission	

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The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

A = 70%–100%
B = 60%–69%
C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Higher National Project-based Graded Unit support notes

Graded unit title: Facilities Management: Graded Unit 1
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Guidance on approaches to delivery and assessment of this graded unit

It is intended that this unit will integrate and consolidate the skills and knowledge gained through study of the other constituent units in the HNC Facilities Management. As a result, the learner should be introduced to the practical assignment only after the introductory units have been completed. The delivery of the graded unit can run concurrently with that of the specialism units. In this way the learner should be adequately prepared to meet the challenges presented by the practical assignment.

It is possible that the tutor/assessor may have to recapitulate some of the content of the other units in order to reinforce the learning and knowledge of the learner in specific areas. This recap of previous work would be entirely appropriate, but must be left to the discretion of the tutor/assessor to decide what extent any review would be required.

The assignment brief and instructions must be issued to allow the learner sufficient time to assimilate the details and carry out the assignment tasks. During the time between the issuing of the assignment brief and the submission date, the tutors/assessors may answer questions; provide clarification, offer guidance and 'reasonable assistance'.

As the practical assignment is produced in three distinct stages, it is recommended that regular progress/guidance interviews are scheduled with each learner to ensure that actual progress is apparent and valid evidence is in production. These should enhance learner experience and performance, but also allow early identification of misinterpretation or disengagement.

Particular attention should be given to ensuring:

- ◆ Learners are provided with an early overview of the subject units which underpin the graded unit.
- ◆ Careful consideration is given to the sequence of delivery of the subject units which underpin the graded unit. Guidance on delivery sequence is provided in the group award Specification.

Guidance to a selection of suitable projects, may include, but are not limited to:

- ◆ a conversion of an existing building
- ◆ an extension to an existing building
- ◆ a change of the use of an existing building
- ◆ a change or increase of service provision
- ◆ or a combination of the above

The following provides guidance on learner and guidance expectations for each stage of the project.

Higher National Project-based Graded Unit support notes (cont)

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Planning

It is expected that learners work on the planning stage in two sections. Part 1 will allow learners to present a proposed project outline brief indicating the scope of the project to be undertaken during the development stage. It is expected that this will include:

- ◆ An outline brief
- ◆ An outline building/service plan
- ◆ A set of assumptions

From this proposal the learner will be able to seek agreement from their tutor/supervisor regarding whether the project provides sufficient scope to meet the aims and evidence requirements of the graded unit.

When agreement is reached regarding the chosen project, learners are expected to provide a firm brief including a time line action plan for each of the tasks relating to their chosen project. Learners should ensure that they have met any provisions agreed during part 1. At this stage it is expected that learners will present:

- ◆ A firmed up brief
- ◆ An outline building/service plan
- ◆ A set of assumptions
- ◆ A timeline action plan

Development

The development section is expected to be consistent with proposals established within the planning stage of the project. Learners are expected to carry out research and evidence this to develop their proposals. This may be from internal or external sources, eg Infection Control, Local Government Planning and Building Control.

It would be beneficial for learners to use the timeline action plan to monitor their progress. It is likely and expected that several tasks will be developed concurrently. The conclusion to this stage will be a coherent set of proposals which meets the entire scope of the project. These are expected to be amply supported by research, with alternative options considered.

The learner's proposals are expected to be presented as a report with an executive summary, appendices and bibliography. It is expected that this report covers the following topics:

- ◆ Estimate of costs
- ◆ Selection of management and operational resource strategy
- ◆ Selection of service delivery strategy
- ◆ Financial reporting strategy
- ◆ Procurement strategy
- ◆ Options to proposals

Higher National Project-based Graded Unit support notes (cont)

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Evaluation

Within this stage learners are expected to carry out a critical evaluation of their proposals in response to questions presented by the tutor/supervisor. It is expected that the learner is able to demonstrate that they have evaluated issues and alternative options throughout the planning and development stages of the project. This is likely to be identified through the depth of report and research evidenced.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skills components in this unit, however throughout the natural processes of preparation and production of evidence for this practical assignment, the learner may have the opportunity to develop and demonstrate elements of each Core Skill as follows:

- ◆ *Communication* — developing written and oral skills in analysing and presenting of optional schemes in support of proposals and recommendations and in report writing such as the Executive Summary.
- ◆ *Numeracy* — developing numerical skills in assessing value for money of optional schemes in support of proposals and recommendations
- ◆ *Information and Communication Technology (ICT)* — Accessing information from internal databases and external benchmarking data as sources of research for assimilation and analysis.
- ◆ *Working with Others* — Co-operatively, as part of a team and in practical situations.
- ◆ *Problem Solving* — Critical Thinking, Planning and Organisation, Review and Evaluation are fundamental to all elements of this practical assignment.

History of changes to graded unit

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

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General information for learners

Graded unit title: Facilities Management: Graded Unit 1 (SCQF level 7)

This section explains the principal aims of the graded unit, what you will have to know in order to complete this unit, how you will be assessed and opportunities for the development of Core Skills.

The graded unit is designed to underpin the aims of the HNC Facilities Management. These are to develop your understanding of:

- ◆ The role of a Facilities Manager
- ◆ The role and management of support services operations within a Facilities Management context
- ◆ Stakeholder relationships and a Facilities Manager's role in the management of these
- ◆ Health and safety in relation to Facilities Management
- ◆ Sustainability and environmental issues and their impact within a Facilities Management environment
- ◆ The management of people both within individual teams and the wider Facilities Management industry
- ◆ Project management as a tool for Facilities Managers
- ◆ Financial management within a Facilities Management context
- ◆ Facilities Management strategy and its use within the business environment

The graded unit will provide you with opportunities to demonstrate the extent of your knowledge and understanding of the mandatory units within the HNC Facilities Management. This practical assignment will allow you to apply the theory you will have learned.

Within the graded unit you will select a suitable project, eg an extension to an existing building, or an increase in the level of service provision offered within an organisation, on which the brief of your practical assignment will be based.

The graded unit will be assessed in three stages: planning, development and evaluation.

In grading assignments, amongst other factors, assessors will typically take into account the following:

- ◆ The focus and completeness of assignments to the agreed brief
- ◆ Adherence to timescales for submissions
- ◆ Originality and evidence of research
- ◆ Continuity, consistency and justification in discussion, proposals and recommendations
- ◆ Suitable presentation

In completion of the graded unit, you will have the opportunity to develop Core Skills in *Communication, Numeracy, Information and Communication Technology (ICT), Working with Others and Problem Solving.*