



Higher National Unit Specification

General information

Unit title: Facilities Management: Workforce Development
(SCQF level 8)

Unit code: HX53 35

Superclass: VH

Publication date: May 2018

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit enables learners to develop human resource management strategies to manage staff retention and development in order to meet future workforce needs; manage and monitor employee performance and manage employee exit.

This unit is suited to learners who are working, or seeking work, in the field of facilities management and is part of the HND Facilities Management Group Award.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Evaluate methods to manage staff development and retention.
- 2 Evaluate the impact of employee performance on the facilities management function.
- 3 Evaluate processes to manage staff exit.

Credit points and level

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

Recommended entry to the unit

Entry to this unit is at the discretion of the delivering centre; however it would be beneficial if the learner has prior experience of the facilities management industry. It is recommended that learners have some experience of studying Facilities Management at Higher National level and that they will already have achieved the HN Unit HL9E 34 *Facilities Management: People Management*.

Higher National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

| | |
|----------------------|-----------------------------------|
| Complete Core Skill | None |
| Core Skill component | Critical Thinking at SCQF level 6 |

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification 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 our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Evaluate methods to manage staff development and retention.

Knowledge and/or skills

- ◆ Selection criteria to ensure successful recruitment
- ◆ Theories and practices for motivating and retaining staff
- ◆ Dynamics of reward and recognition
- ◆ Use of employee development to manage staff retention

Outcome 2

Evaluate the impact of employee performance on the facilities management function.

Knowledge and/or skills

- ◆ Principles of staff monitoring and performance appraisal
- ◆ Impact on productivity and recruitment costs
- ◆ Methods of improving team and individual performance
- ◆ Training and development in relation to performance

Outcome 3

Evaluate processes to manage staff exit.

Knowledge and/or skills

- ◆ Reasons for employee exit
- ◆ Implications of employee exit
- ◆ Succession planning
- ◆ Skill transference
- ◆ Disciplinary and grievance procedures

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

For Outcome 1

- ◆ review the impact of recruitment policies and procedures on staff retention.
- ◆ describe a minimum of two theories and practices for motivating and retaining staff and analyse their effectiveness.
- ◆ evaluate reward and recognition as a motivational tool.
- ◆ evaluate the relationship between staff development and retention.

For Outcome 2

- ◆ analyse the impact of employee monitoring and performance appraisal on productivity and recruitment costs.
- ◆ evaluate methods used for improving team and individual performance.
- ◆ explain the role of training and development in supporting employee performance.
- ◆ describe methods to promote a learning culture within an organisation and analyse their effectiveness.

For Outcome 3

- ◆ analyse reasons why employees leave and the implications of these on the business.
- ◆ analyse the use of succession planning within the facilities management function.
- ◆ evaluate the benefits of skills transference within the workplace.
- ◆ explain disciplinary and grievance policies and procedures, analysing their effectiveness in managing employee exit.



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The following guidance provides additional information on the extent and scope of information learners could expect to display when meeting outcomes.

This unit could contribute underpinning knowledge for the National Occupational Standards (NOS) 'Build and nurture relationships in facilities management' ASTFM505.

For Outcome 1:

- ◆ Analysis of methods to motivate and retain staff would benefit from reflection on learner's own experience, whether as a manager or employee.
- ◆ Dynamics of reward and recognition is expected to differentiate between reward and recognition and various methods to implement, examining most effective methods.
- ◆ Use of employee development to manage staff retention is expected to include, but not be limited to reasons to develop staff, methods to develop staff, the benefits of promoting a learning culture and the need for succession planning.
- ◆ Selection criteria to ensure successful recruitment is expected to reference recruitment from a range of areas, attention should be given to government guidance and initiatives to engage with and recruit the young workforce. Strategies may include apprenticeships and placements/monitoring opportunities as recruitment methods.
- ◆ Staff development is expected to reference workforce planning, career pathways and opportunities for mentoring.

For Outcome 2:

- ◆ The impact of staff monitoring and performance on productivity and recruitment costs is expected to analyse the costs/benefits of appraisal processes.
- ◆ Explanation of training and development in relation to employee performance is expected to include the need to use a systematic approach to identify training and development needs, such as a training needs analysis, and internal/external business support to improve performance.
- ◆ Methods to develop team and employee performance should reference the different reasons for developing staff and internal/external, formal/informal methods of doing so.
- ◆ Promotion of a learning culture within an organisation is expected to reference how such a culture can contribute to both employees' individual development and business needs.

Higher National Unit Support Notes (cont)

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For Outcome 3:

- ◆ Reasons why employees leave a business and the implications of these could include recruitment of incorrect employees, non-effective recruitment processes, lack of training and development opportunities, poor performance.
- ◆ Discussion relating to succession planning is expected to include a description of the role of succession planning, the benefits of having successful succession planning in place, such as ability to carry out effective workload planning, ensuring business continuity and effect on staff motivation.
- ◆ Benefits of skills transference is expected to include an explanation of skills transference, and understanding of the benefits and difficulties surrounding carrying this out in terms of succession planning, staff retention and motivation.
- ◆ Understanding of disciplinary and grievance procedures is expected to include the need to follow the correct procedures and implications of not managing this effectively.

Guidance on approaches to delivery of this unit

This unit is likely to form part of a group award designed to provide learners with technical and professional skills and knowledge for employment within the facilities management sector. It supports delivery for learners who are employed within this field and will be able to draw on their previous knowledge and experience of the sector. It would be appropriate for centres to contextualise their teaching and encourage learners to use evidence and case studies from employment.

Learners are expected to have completed HL9E 34 *Facilities Management: People Management* prior to this unit to ensure underpinning knowledge of people management within the facilities management sector. With the focus on retention and succession planning to ensure business continuity, this unit may benefit from being taught alongside *Facilities Management: Risk Management*.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The unit can be assessed outcome by outcome, two or more outcomes together or all outcomes together, providing a holistic assessment of the unit.

Higher National Unit Support Notes (cont)

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Due to the focus on vocational skills and experience relevant to the facilities management sector throughout this unit, suggested method for assessment will focus on utilising the learner's own experience. Suitable forms of assessment could include essays, case studies, presentations and extended response questions. The use of relevant case studies could help relate assessments to real working situations and contexts.

Assessment could be delivered as an e-assessment if desired.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skills components in this unit, however there may be opportunities to develop the Core Skills of *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others* at SCQF level 6.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

History of changes to unit

| Version | Description of change | Date |
|---------|---|----------|
| 02 | Core Skills Component Critical Thinking at SCQF level 6 embedded. | 30/05/18 |
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General information for learners

Unit title: Facilities Management: Workforce Development (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will allow you to develop your understanding of human resource management strategies, in particular relating to staff retention and development in order to meet future workforce needs; managing and monitoring employee performance; and managing employee exit.

This unit is suitable if you are working within the field of facilities management and is part of the HND Facilities Management Group Award.

In Outcome 1 you will analyse a range of methods to manage staff retention.

In Outcome 2 you will evaluate the impact of employee performance on the facilities management function.

In Outcome 3 you will evaluate review appropriate processes to manage staff exit.

This unit could be assessed outcome by outcome, all outcomes together or integrated with other units within the HNC/HND Facilities Management.

You are expected to have an understanding of people management within facilities management prior to undertaking this unit, you may be required to undertake HL9E 34 *Facilities Management: People Management* prior to this unit.

This Unit has the Core Skill of Critical Thinking embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Critical Thinking at SCQF level 6.