

WAMITAB Level 3 Certificate in Property, Caretaking and Facilities Services

Maximum Guided Learning Hours: 160

Total Qualification time: TBC

Total Credits: 30

Qualification Code: 600/0028/4

WAMITAB Code: PCFS3



Version 4, December 2016

About WAMITAB and this Qualification Handbook

About WAMITAB

WAMITAB is an awarding organisation and charity that develops qualifications for those working in resource management and recycling; cleaning; street cleansing; facilities management; and parking from operative through to management level.

Since it was formed in 1989, WAMITAB has evolved in line with the convergence between the sectors with a clear focus on promoting and supporting environmental sustainability. With over 120 qualification pathways and 70 quality assured centres, WAMITAB offers an unrivalled specialist network to support staff development.

Equal Opportunities

WAMITAB supports the principles of equal opportunities and we are committed to meeting these principles in the provision of all our qualifications and assessments. We firmly believe that all learners and stakeholders are therefore entitled to receive equal treatment irrespective of age, sex, race, marital status, religion, disability or sexual orientation.

The Purpose of this Qualification Handbook

Welcome to your WAMITAB Qualification Handbook. This will help you to complete your Level 3 Certificate in Property, Caretaking and Facilities Services. It contains:

- The units you need to achieve to complete your qualification.
 - Information about your responsibilities as a candidate.
 - Reference information covering each learning outcome and assessment criteria.
 - Activities you can use to test your understanding.
 - Forms you can use to record and organise your evidence.
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Candidate Information

Name

WAMITAB Candidate Number

Registration Date

Enrolment Date

Centre Name

Centre Address

Centre Contact

Assessor Name

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Frequently Asked Questions

What is a qualification?

A qualification is nationally recognised, based on National Occupational Standards and gained in the workplace. Achieving your qualification demonstrates that you can work to the standards expected by employers in your industry.

What is the objective of this qualification?

This qualification supports learners to develop the knowledge and skills required by employees to efficiently operate facilities within the public or private sectors. Learners will develop the skills to maintain service delivery (in areas such as cleaning, maintenance and waste management) by effectively managing staff, finances and resources to meet client expectations.

Who is it for?

- Facilities managers, caretakers, property or estate managers
 - Newly appointed supervisors or first line managers
 - Experienced workers seeking a formal qualification
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What are the entry requirements of this qualification?

This qualification is open entry. This means that learners interested in undertaking the WAMITAB Level 3 Certificate in Property, Caretaking and Facilities Services do not require any other qualifications or levels of attainment. However, learners will need to be employed in a suitable position, or have access to the working environment, as the qualification is assessed 'on the job'.

What job role could this qualification lead to?

For people in the facilities management sector, this qualification will therefore act as a gateway to new jobs, opportunities for career progression and as an introduction to further education by building the confidence of employees and providing the workforce with the skills required to facilitate sector growth. There are currently over 207,800 people employed in the facilities management sector (ONS, 2013) and this qualification is ideal for those employed in associated professional and technical occupations in the following job roles:

- Specialist caretaker
 - Property manager
 - Facilities assistant or manager
 - Senior cleaner
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What do I need to achieve?

To achieve this qualification, you will need to complete 16 credits from the Mandatory Units group, plus 7 credits from Optional Group 1 and a further 7 credits from Optional Group 2.

Mandatory Units

Candidates must achieve 16 credits from this group.

- Monitor procedures to safely control work operations (HSS3)
- Provide leadership and direction for own area of responsibility (MSCB6)
- Manage own professional development within an organisation (MSCA2)
- Develop working relationships with colleagues (MSCD1)

Optional Group 1

Candidates must achieve at least 7 credits from this group.

- Assess requirements and plan service provision (PS05)
- Implement quality management systems (PS06)
- Co-ordinate provision of equipment for maintenance and caretaking operations (PS07)
- Co-ordinate provision of supplies for maintenance and caretaking operations (PS08)
- Contribute to improving supplier performance (PS09)
- Monitor and control access, security and safety (PS10)
- Handle maintenance problems (PS11)
- Conduct a health and safety risk assessment of the workplace (HSS6)

Optional Group 2

Candidates must achieve at least 7 credits from this group.

- Manage a budget for own area or activity of work (MSCE1)
- Support individuals to develop and take responsibility for their performance (MSCD13)
- Address performance problems affecting team members (MSCD8)
- Support learning and development within own area of responsibility (MSCD7)
- Deal with problems, unexpected situations and emergencies (PS14)
- Develop customer relationships (ICSD1)

What is a unit?

The units of a qualification describe what you must be able to do and understand to perform work activities competently in your job role.

- Learning outcomes: Describe what tasks you will be able to do as a result of learning.
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- Assessment criteria: Describe what activities you will need to do and what you must know to complete each task.
 - Evidence requirements: Provide a summary of the evidence you will need to prove you are competent.
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What is an approved WAMITAB Centre?

You will gain your qualification through an approved WAMITAB Centre. It may be your place of work, a local college or training provider. Assessment of your qualification will be carried out at your place of work and the centre is responsible for the administration. Centre staff will therefore:

- Register you with WAMITAB.
 - Provide a candidate registration number.
 - Apply for your certificate when you have completed your qualification or units.
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How long will it take?

There is no time limit set by WAMITAB for you to complete your qualification. However, your centre may also have some requirements that they will explain to you.

Who will help me achieve my qualification?

The following people at the approved WAMITAB centre will help you to achieve your qualification.

Your Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. They will:

- Help you identify any training you need.
- Help you plan your workload and organise your evidence.
- Observe you carrying out your job in the workplace over a period of time.
- Ask questions about the work you do.
- Make decisions about your evidence.
- Judge when you are competent.
- Provide feedback.

Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

External Quality Assurer

An external quality assurer is employed by WAMITAB to ensure that your centre meets the required national standards for quality and assessment.

What are my responsibilities as a candidate?

As a candidate you will need to:

- Provide your centre with your personal details so they can register you with WAMITAB.
- Comply with health and safety law and regulations.

What steps will I need to take to complete my qualification?

1. **Planning:** Your assessor will tell you about the mandatory units of the qualification and will help you to select relevant optional units.
2. **Evidence:** You will gather evidence for your portfolio (see next question for types of evidence).
3. **Feedback:** Your assessor will provide regular feedback on your progress and will arrange for additional training if needed. When your assessor confirms you are competent after an assessment, it will be recorded in your handbook.
4. **Achievement:** Once you have completed all the units and gathered all the evidence you need, your centre will apply for your WAMITAB certificate.

What are the evidence requirements for this qualification?

The primary sources of evidence for this qualification are:

Observation (O): Direct observation or witness testimony where direct observation is not possible. Where this evidence type has been suggested against Assessment Criteria which require the candidate to explain or describe, the assessor must hear or observe the explanation/description (directly or being delivered to others) or see it in writing. The assessor must not infer that the candidate can explain/describe based purely on observation.

Question and Answer (Q/A): candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

Simulation / Realistic working environment (S/R): Should be used as a last resort where allowed. Please see the Assessment Strategy for further information.

Where do I go if I need more information about my qualification and assessments?

- your assessor
- your qualification workbook
- WAMITAB (01604 231950/ www.wamitab.org.uk/info.admin@wamitab.org.uk)

Useful Words

Approved Centre

WAMITAB Centres are training organisations that have met our strict quality standards and have been approved to deliver our qualifications to learners. They include private providers, colleges of further education, employers and prisons.

Assessment Criteria

These specify the standard that you are expected to meet to demonstrate that you have achieved the Learning Outcome. Assessment criteria are detailed enough to allow judgments to be made about your competence.

Assessor

A person who works with the Approved Centre to assess your competence against the standards set within the qualification. Assessors are qualified and experienced in the subject of the qualification you are registered for, and have the skills to plan and carry out your assessments. They will make judgments of your competence, based on the evidence you provide, and give feedback.

Competence

Competence, in relation to the qualification, describes your ability to consistently be able to undertake work activities, know and understand work-related tasks as per the requirements set out in the standards.

Evidence

You need to collect evidence to prove that you are competent as required by the standards set in the units of the qualification. There are different types of evidence, ranging from an assessor observing your work, question and answers, assignments and tests. Evidence can also be presented using photographs, audio and video files. Each unit gives guidance as to what is expected and acceptable evidence. Evidence must be authentic and your own work.

External Quality Assurer

This is an expert employed by WAMITAB to monitor, review and advise Approved Centres. The External Quality Assurer regularly visits the Approved Centre to check that all assessments are carried out correctly, to the same standard, and that all paperwork is maintained accurately and consistently. External Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for. They therefore have the skills to check that the Approved Centre is operating properly and has all of the systems in place to deliver the qualification.

Internal Quality Assurer

A person who works with the Approved Centre to make sure that the assessment is carried out correctly, and that all administration of the assessment is properly managed. Internal Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for, and have the skills to verify the work of the assessor for accuracy, quality and consistency.

Learner

A person who is registered to work towards achievement of a qualification – i.e. you!

Learning Outcome

These set out what you will be expected to know, understand or be able to do. Each learning outcome relates to one or more assessment criteria, and together they set a clear assessment standard for each unit.

Portfolio

This is a place where you will collect evidence to demonstrate your competence. A portfolio could be either hard-copy or electronic, but this will need to be agreed with the Approved Centre in advance. The evidence held in your portfolio must be your own work, and be clearly referenced to the units of the qualification.

Unit – Mandatory and Optional

Units form the building blocks of all qualifications. Units are small chunks of learning that focus on specific aspects of knowledge, skills and understanding. Mandatory units are those that you must achieve, and Optional units offer a range of subjects that you may choose between.

Vocational

A qualification is vocational when it relates directly to the skills, knowledge and understanding required to undertake a specific or broad job role.

WAMITAB

An Awarding Organisation for a wide range of qualifications in waste management and recycling, cleaning and street cleansing, facilities management and parking. WAMITAB is responsible for ensuring the on going quality of the delivery and assessment of qualifications, and issues certificates to learners upon completion. We have over 25 years of experience developing and quality assuring qualifications, training and course materials

Unit Terms

Analyse

Look at something (for example a process) and use given classifications or principles to gain a further understanding.

Apply

Put something into action – a “doing” task which requires “real” evidence from a workplace scenario.

Compare

Look at the characteristics of an item or activity and note the similarities and differences. This is more often used at level 1 and 2.

Critically Compare

Look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, this can include the use of the comparison in context as the basis for decision making. This is generally used at level 3 and above.

Demonstrate

A doing verb which requires you to actually do what the assessment criteria requires. You will have to provide evidence of which clearly shows you applying your knowledge and skills to meet the requirements of the assessment criteria. The evidence for this can involve getting someone to take a picture of you completing the task or discussing the task with an assessor and recording the discussion using documentation, video, etc. Remember that it is not enough to just write about it unless the task requires this type of written evidence.

Describe

Provide a vivid picture of what it is by using imagery, adjectives and adverbs to make the subject easy to understand. It may also convey an idea or fact.

Determine

To find out or decide. This may involve research, following a set of procedures or carrying out a series of calculations to find a solution.

Develop

Build a process or activity or understanding either from scratch or using an existing product to create something workable.

Differentiate/ Distinguish

Look at the characteristics of an item or situation/ activity and explain the differences.

Evaluate/Justify

You must look at whatever the required content/process is and suggest other relevant, significant or possible outcomes. It is the process of exploring, checking and suggesting a likely outcome with reasons.

Explain

Provide a comprehensible answer that shows an understanding of the content/process mentioned. Your answer should include: what it is, how it works, what it looks like, what it does, how it happens, why it happens and any relevant reasons.

Identify

For most assessment criteria this requires the learner to list and describe what is required or relevant to produce an outcome, or requires the learner to make choices to achieve a particular aspect of their job. At levels 4, 5 and 6 this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made.

Implement

Putting something into practice after the development process has taken place. This ensures that the product/process is actually employed and/or used by self and others during work activities.

List

Produce a number of relevant items which apply to the question. Further description is not required.

Manage

After a development process ensure that the product/process works using relevant management techniques.

Recognise

Be aware of, familiar with and able to identify an activity or product.

Mandatory Units

HSS3: Monitor procedures to safely control work operation

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 4				
Learning Outcome	Assessment Criteria			
1. Be able to check that health and safety instructions are followed.	1.1 Keep up to date with health and safety regulations and workplace instructions, making sure that information is from reliable sources.			
	1.2 Conduct monitoring of the workplace at agreed intervals and in accordance with workplace instructions.			
	1.3 Confirm that workers are health and safety competent as defined in their job role and that identified health and safety training needs have been met.			
	1.4 Communicate workplace instructions and receive feedback.			
2. Be able to recommend changes to health and safety workplace instructions.	2.1 Respond to any breaches of health and safety instructions in a way which meets workplace and legal requirements			
	2.2 Make recommendations for any changes to health and safety workplace instructions to the responsible people.			
3. Be able to make sure that hazards and risks are controlled safely and effectively.	3.1 Maintain accurate records of workplace irregularities.			
	3.2 Check other people are aware of the hazards/risks and know the action(s) to be taken to minimise them.			
	3.3 Confirm that appropriate precautions to control risks have been agreed with the people responsible for health and safety.			
	3.4 Review to make sure all recommended action has been taken.			
	3.5 Report any conflicts that still exist between workplace and legal requirements.			
4. Know how to monitor procedures to safely control work operations	4.1 Explain employers' and employees' legal responsibilities for health and safety in the workplace.			
	4.2 Explain the difference between 'hazard', 'risk' and 'control'.			
	4.3 Describe the types of information available from reports and records covering the workplace.			
	4.4 Explain the importance of evaluating information from reports and records covering the workplace.			

MSCB6: Provide leadership and direction for own area of responsibility

Level: 4		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 5				
Learning Outcome	Assessment Criteria			
1. Be able to lead in own area of responsibility.	1.1 Identify own strengths and ability to lead in a leadership role.			
	1.2 Evaluate strengths within own area of responsibility.			
2. Be able to provide direction and set objectives in own area of responsibility.	2.1 Outline direction for own area of responsibility.			
	2.2 Implement objectives with colleagues that align with those of the organisation.			
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1 Communicate the agreed direction to individuals within own area of responsibility.			
	3.2 Collect feedback to inform improvement.			
4. Be able to assess own leadership performance.	4.1 Assess feedback on own leadership performance.			
	4.2 Evaluate own leadership performance.			

MSCA2: Manage own professional development within an organisation

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 4				
Learning Outcome	Assessment Criteria			
1. Be able to assess own career goals and personal development.	1.1 Identify own career and personal goals.			
	1.2 Assess how own career goals affect work role and professional development.			
2. Be able to set personal work objectives.	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.			
3. Be able to produce a personal development plan.	3.1 Identify gaps between objectives set, own current knowledge and skills.			
	3.2 Produce a development plan.			
4. Be able to implement and monitor own personal development plan.	4.1 Plan activities identified in own development plan.			
	4.2 Explain how to monitor and review own personal development plan.			

MSCD1: Develop working relationships with colleagues

Level: 2		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand the benefits of working with colleagues.	1.1 Describe the benefits of productive working relationships.			
2. Be able to establish working relationships with colleagues.	2.1 Identify colleagues within own and other organisations.			
	2.2 Agree the roles and responsibilities for colleagues.			
3. Be able to act in a professional and respectful manner when working with colleagues.	3.1 Explain how to display behaviour that shows professionalism.			
4. Be able to communicate with colleagues.	4.1 Identify, information to others clearly and concisely.			
	4.2 Explain how to receive and clarify own understanding of information.			
5. Be able to identify potential work-related difficulties and explore solutions.	5.1 Identify potential work-related difficulties and conflicts of interest.			
	5.2 Explain how to resolve identified potential difficulties.			

Option Group 1

PS05: Assess requirements and plan service provision

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 5				
Learning Outcome	Assessment Criteria			
1. Understand how to inspect sites	1.1 Explain how to identify the condition of property using observations and measurements			
	1.2 Explain the formats for taking observations and measurements			
	1.3 Explain how to identify: <ul style="list-style-type: none"> • potential causes of damage, loss and deterioration • conditions which do not conform to organisational and statutory requirements 			
	1.4 Describe requirements and purposes for inspections and types of non conforming conditions			
	1.5 Describe potential causes of damage, loss and deterioration			
2. Inspect sites	2.1 Explain to the personnel on site the purpose and format of the inspection			
	2.2 Obtain permission to access the site before starting the inspection			
	2.3 Select appropriate methods for gathering and recording data			
	2.4 Make sure observations and measurements are accurate, complete and in agreed formats			
	2.5 Identify and obtain additional site information			
	2.6 Notify relevant parties when site conditions fail to satisfy statutory and organisational requirements			
	2.7 Investigate possible causes of damage, loss, deterioration and special areas of concern			
	2.8 Make sure records of inspection are clear, accurate and concise			

3. Understand the requirements for planning and scheduling caretaking and maintenance	3.1 Outline the relevant: <ul style="list-style-type: none"> • property caretaking and maintenance standards • organisational procedures • statutory regulations • legal, health and safety and other regulatory requirements and their importance • standards of customer care 			
	3.2 Describe the constraints that apply to caretaking and maintenance			
	3.3 Outline customer requirements and contractual agreements			
	3.4 Describe the principles, methods and formats for plans and schedules			
4. Know how to plan and schedule caretaking and maintenance service	4.1 Explain how to present and communicate information			
	4.2 Explain how to set objectives			
	4.3 Identify the availability of resources and constraints that may apply			
	4.4 Outline problem solving techniques			
	4.5 Explain how to: <ul style="list-style-type: none"> • plan, schedule and allocate resources effectively • format and present plans and schedules • conduct a review of service provision • make provision in plans and schedules for customers with special needs 			
5. Plan and schedule caretaking and maintenance service	5.1 Make plans and schedules that accommodate all relevant requirements and enable objectives to be met			
	5.2 Ensure plans and schedules meet the customer care standards of the organisation			
	5.3 Ensure plans and schedules identify resource requirements clearly and accurately			
	5.4 Prepare and present plans and schedules in accordance with approved formats and procedures			
	5.5 Periodically review and revise plans and schedules			

PS06: Implement quality management systems

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand the importance of quality management systems	1.1 Describe the relevant service provision standards			
	1.2 Describe the principles of different types of quality management systems			
	1.3 Identify how to check for quality			
2. Develop and implement quality management systems	2.1 Implement quality management systems in accordance with service agreements and organisational procedures			
	2.2 Check service provision and quality against agreed requirements and specified standards			
	2.3 Review against agreed requirements and specified standards: <ul style="list-style-type: none"> • methods of service provision • use of equipment and materials 			
	2.4 Identify work and service provision which fails to meet required standards			
	2.5 Promptly implement corrective action and record the results			

PS07: Co-ordinate provision of equipment for maintenance and caretaking operations

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 5				
Learning Outcome	Assessment Criteria			
1. Understand how to plan the deployment of equipment and supplies on sites	1.1 Explain how to establish and maintain the required recording system			
	1.2 Explain how to establish contingency arrangements			
	1.3 Explain how to assess different types of hazard			
	1.4 Give examples of different types of recording systems			
	1.5 Describe the relevant safe working practices, organisational and statutory requirements			
	1.6 Describe how to identify training needs and the different sources of training available			
	1.7 Describe the types and uses of equipment and associated supplies			
2. Plan the deployment of equipment and supplies on sites	2.1 Identify resources requirements			
	2.2 Requisition and deploy equipment, tools and associated supplies on sites			
	2.3 Maintain accurate records of equipment use, servicing and use of associated supplies			
	2.4 Clearly explain to users methods of operation, limitations of use and requirements for routine maintenance of equipment			
	2.5 Explain to users procedures and responsibilities for the safe use, care, routine maintenance and storage of <ul style="list-style-type: none"> • equipment • tools • associated supplies 			
	2.6 Provide training for users which is complies with legal, contractual and organisational requirements			
	2.7 Assess hazards to users and other affected parties			
	2.8 Identify potential risks and appropriate procedures and safeguards which will minimise them			
	2.9 Ensure equipment, tools and associated supplies which are no longer required are withdrawn in accordance with organisational procedures			

3. Know how to maintain equipment	3.1 Explain suppliers', organisational and statutory requirements for maintenance, inspection and testing of plant and equipment			
	3.2 Give examples of the different types of maintenance programme and sources of personnel for maintenance and inspection			
	3.3 Explain how to establish and monitor programmes of maintenance, inspection and testing			
	3.4 Explain how to maintain the cost-effective operation of plant and equipment			
	3.5 Explain how to report on persistent problems with equipment			
4. Maintain equipment	4.1 Brief personnel on the maintenance requirements			
	4.2 Establish a programme of inspection, maintenance and testing which optimises the efficiency, safety and utilisation of equipment			
	4.3 Check that maintenance and inspection is in accordance with suppliers recommendations and organisational procedures			
	4.4 Report to decision makers non-compliance with servicing and maintenance schedules			
	4.5 Replace unserviceable equipment and components promptly in accordance with organisational procedures			
	4.6 Investigate recurring problems in the condition of equipment			
	4.7 Identify causes of problems and make clear recommendations to decision makers			

PS08: Co-ordinate provision of supplies for maintenance and caretaking operations

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 4				
Learning Outcome	Assessment Criteria			
1. Understand the requirements for the supply of materials	1.1 Describe different systems for recording stock control			
	1.2 Explain how to calculate quantities and seasonal variations in demand			
	1.3 Explain how to analyse requisitioning plans and user feedback			
	1.4 Identify opportunities for cost savings, reducing wastage and improving stock control			
	1.5 Explain how to introduce systems for monitoring and control of stocks			
	1.6 Describe the different sources of user feedback			
	1.7 Outline measures for reducing wastage and costs			
	1.8 Explain how to dispose of out of date stock			
2. Monitor requirements for the supply of materials	2.1 Analyse actual and planned use to assess supply requirements			
	2.2 Identify realistic opportunities for reducing wastage and the cost of materials			
	2.3 Introduce systems for monitoring requisitioning plans			
	2.4 Notify decision makers of predicted events which may result in over or under supply			
	2.5 Regularly monitor stock records to calculate replenishment needs			
	2.6 Remove out of date stock from use and dispose of safely in accordance with suppliers instructions, statutory requirements and organisational procedures			
	2.7 Identify opportunities for improving stock control and usage			
	2.8 Make recommendations to decision makers on improvements			
3. Understand how materials supply helps meet service requirements	3.1 Give examples of the types of requisitioning plans and recording systems			
	3.2 Explain the stock control system and how to match orders for supplies to purchasing plans			
	3.3 Describe how to calculate delivery and stock position			
	3.4 Give examples of the types of variations and discrepancies in delivery and their causes			

4. Maintain the supply of materials to meet service requirements	4.1 Ensure orders and requisitions for material supplies are complete and conform to the agreed purchasing plan			
	4.2 Maintain records of delivery			
	4.3 Regularly assess the current delivery and stock position			
	4.4 Make relevant information on stock and delivery available to appropriate decision makers			
	4.5 Monitor and record delays and variations in delivery, quantity and quality			
	4.6 Investigate and report causes of delays and variances to decision makers			

PS09: Contribute to improving supplier performance

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 2				
Learning Outcome	Assessment Criteria			
1. Understand supplier performance	1.1 Explain how to evaluate supplier performance			
	1.2 Explain the nature, type and causes of variance in performance			
	1.3 Give examples of how improvements and changes to performance can be made			
2. Obtain improvements in supplier performance	2.1 Assess supplier performance at regular intervals			
	2.2 Identify variances accurately and discuss with decision makers			
	2.3 Identify, discuss and agree with decision makers changes to improve supplier performance			
	2.4 Provide suppliers with advice and information to meet supply and overall cost and quality requirements			
	2.5 Communicate with suppliers in a manner which optimises and maintains goodwill and trust			

PS10: Monitor and control access, security and safety

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand how to monitor and control access, security and safety systems and procedures	1.1 Give examples of the different types of access, security and fire protection systems and procedures			
	1.2 Explain how to monitor and report on systems for, access, security and fire safety systems			
	1.3 Summarise any planned maintenance of access, security and fire safety systems			
	1.4 Give examples of action to take in an emergency			
	1.5 Describe the appropriate emergency action where systems are not functioning			
2. Monitor and control access, security and safety systems and procedures	2.1 Clarify with decision makers responsibilities for systems and procedures			
	2.2 Monitor scheduled maintenance and testing of systems in accordance with statutory and organisational requirements			
	2.3 Accurately record scheduled maintenance and testing of systems			
	2.4 Identify failures and significant variances in specified system performance			
	2.5 In accordance with organisational policy report to interested parties failures, significant variances, shortcomings, breaches of procedures and incidents			
	2.6 Where people or property are at immediate risk take appropriate emergency action in accordance with organisational procedures			

PS11: Handle maintenance problems

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand how to identify and resolve maintenance problems	1.1 Explain the relevant organisational procedures and documentation for maintenance			
	1.2 Describe relevant: <ul style="list-style-type: none"> • planning techniques • contingency management processes • evaluation and assessment processes 			
	1.3 Give examples of building systems and services / maintenance objectives			
	1.4 Explain how to ensure effective communications			
	1.5 Explain how to analyse and assess problems and hazards			
	1.6 Explain how to develop contingency plans			
	1.7 Give examples of typical problems encountered			
	1.8 Describe problem solving techniques and criteria suitable for assessing options			
2. Identify maintenance problems	2.1 Introduce monitoring and reporting systems			
	2.2 Assess the nature, extent and causes of problems and possible resulting hazards and inconveniences			
	2.3 Obtain specialist help and advice			
	2.4 Identify options for dealing with problems			
	2.5 Recommend a course of action to decision maker/s to resolve problems			
3. Resolve maintenance problems	3.1 Take appropriate and agreed action to resolve problems			
	3.2 Assess the effectiveness of the action taken			
	3.3 Identify hazards and inconveniences posed by corrective action and take appropriate action			
	3.4 Relay instructions and information to others			
	3.5 Introduce contingency arrangements for situations where problems cannot be resolved quickly			
	3.6 Keep records of actions taken			

HSS6: Conduct a health and safety risk assessment of the workplace

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 6				
Learning Outcome	Assessment Criteria			
1. Be able to prepare for a workplace risk assessment.	1.1 Evaluate the workplace to decide areas for risk assessment.			
	1.2 Select the method of hazard identification appropriate to the workplace being assessed and in line with legal requirements.			
	1.3 List the hazards in a way which meets legal, good practice and workplace requirements.			
	1.4 Recognise own limitations and seek expert advice and guidance on operational controls when appropriate.			
2. Be able to identify hazards in the workplace	2.1 Make sure the hazard investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur with impact on: a) people in the workplace and b) other people.			
3. Be able to conduct a risk assessment of the workplace.	3.1 Carry out risk assessment of the hazards identified using appropriate documentation.			
	3.2 Assess the level of risk and how risks can be controlled to minimise harm.			
	3.3 Assess the level of risk, identifying those that could not be eliminated.			
	3.4 Prioritise hazards which could result in serious harm to people at work and other people.			
	3.5 Identify control measures and implement and record them, include actions with expected completion dates.			
	3.6 Identify changes to policies and practices resulting from the risk assessment.			
	3.7 Deliver findings of the risk assessment with actions identified.			
4. Be able to review risk assessment.	4.1 Instigate a review that compares the latest risk assessment to current workplace and working practices and identify any significant differences between previous and new working practices.			

	<p>4.2 Plan action to be taken resulting from the findings and:</p> <p>a) identify new hazards arising from change.</p> <p>b) make changes to the risk assessment to include them.</p> <p>c) promptly inform everyone affected by the changes.</p>			
5. Know the employers responsibility for risk assessments as required by current legislation.	<p>5.1 Explain own responsibilities for health and safety as defined by current legislation and:</p> <p>a) specific legislation covering own job role.</p> <p>b) particular health and safety risks which may affect own job role and precautions required.</p>			
	<p>5.2 Identify resources for the risk assessment to take place and:</p> <p>a) how and where to find expert advice and guidance.</p> <p>b) the work areas and people for whom the learner is carrying out the risk assessment.</p> <p>c) the work activities of the people in the workplace where the learner is carrying out the risk assessment.</p>			
	<p>5.3 Describe the purpose, legal implications and importance of carrying out risk assessments and:</p> <p>a) the methods of identifying hazards including direct observation, examining records and conducting interviews.</p> <p>b) the workplace hazards most likely to cause harm.</p> <p>c) the importance of remaining alert to the presence of hazards in the workplace.</p> <p>d) the importance of dealing with or promptly reporting risks.</p>			
	5.4 Apply effective communication methods.			

Option Group 2

MSCE1: Manage a budget for own area or activity of work

Level: 5		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 7				
Learning Outcome	Assessment Criteria			
1. Be able to prepare a budget for own area of responsibility.	1.1 Evaluate information on resource requirements for own area of activity or work.			
	1.2 Produce a draft budget.			
	1.3 Communicate the final budget with relevant stakeholders.			
2. Be able to manage a budget.	2.1 Analyse variances between planned and actual expenditure.			
	2.2 Provide information on performance to relevant stakeholders.			
	2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.			
	2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.			
3. Be able to review budget management performance.	3.1 Review performance against budget.			
	3.2 Assess improvements for future budget planning and management.			
	3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement.			

MSCD13: Support individuals to develop and take responsibility for their performance

Level: 4		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 4				
Learning Outcome	Assessment Criteria			
1. Be able to agree their performance development needs with an individual.	1.1 Explain the standards of performance required for current or future role with an individual.			
	1.2 Identify and agree the performance development needs for the individual.			
2. Be able to understand how to help an individual create a development plan.	2.1 Identify options available to support an individual in meeting desired standards of performance.			
	2.2 Explain specific actions needed to achieve objectives.			
	2.3 Explain the process for an individual to create a development plan.			
3. Be able to support an individual in implementing their development plan.	3.1 Describe the opportunities provided for an individual to improve performance.			
	3.2 Explain the outcome to an individual for improved performance.			
4. Be able to evaluate an individual's progress against a development plan and provide feedback for continual performance improvement.	4.1 Monitor and evaluate an individual's progress against their development plan.			
	4.2 Implement feedback to make development plan revisions.			
	4.3 Explain how to encourage individuals to take responsibility for continuing their performance development.			

MSCD8: Address performance problems affecting team members

Level: 4		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance.	1.1 Identify legal requirements, industry regulations, organisational policies and professional codes concerning performance.			
	1.2 Explain limits of own authority relating to performance problems.			
2. Be able to identify performance problems of team members.	2.1 Assess team member's performance against performance criteria.			
	2.2 Evaluate causes of identified performance problems.			
3. Be able to discuss performance problems with team members.	3.1 Identify performance problems to the attention of the team member concerned.			
	3.2 Explain an organisation's policies for managing performance problems to the team member concerned.			
	3.3 Develop a confidential record of discussions with team members about problems affecting their performance.			
4. Be able to set a course of action to deal with identified problems with team members.	4.1 Explain and discuss alternative courses of action with the team member concerned.			
	4.2 Identify the course of action with the team member concerned.			
	4.3 Review and revise confidential records of discussions with team members about problems affecting their performance.			

MSCD7: Support learning and development within own area of responsibility

Level: 4		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 5				
Learning Outcome	Assessment Criteria			
1. Be able to identify the learning needs of colleagues in own area of responsibility.	1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.			
	1.2 Prioritise learning needs of colleagues.			
	1.3 Produce personal development plans for colleagues in own area of responsibility.			
2. Understand how to develop a learning environment in own area of responsibility.	2.1 Explain the benefits of continual learning and development.			
	2.2 Explain how learning opportunities can be provided for own area of responsibility.			
3. Be able to support colleagues in learning and its application.	3.1 Identify information, advice and guidance to support learning.			
	3.2 Communicate to colleagues how to take responsibility for their own learning.			
	3.3 Explain to colleagues how to gain access to learning resources.			
	3.4 Support colleagues to practise and reflect on what they have learned.			
4. Be able to evaluate learning outcomes and future learning and development of colleagues.	4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes.			
	4.2 Support colleagues when updating their personal development plan.			

PS14: Deal with problems, unexpected situations and emergencies

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 4				
Learning Outcome	Assessment Criteria			
1. Understand how to deal with problems	1.1 Give examples of the procedures for dealing with problems and when this is required			
	1.2 Explain limits of responsibility and who should be informed if the problem cannot be solved			
	1.3 Describe the importance of remaining calm and discussing the problem in a clear, respectful and non-confrontational way			
	1.4 Explain how to use detailed information to inform decision making			
	1.5 Describe the different types of problems caused by environmental factors			
	1.6 Describe how to carry out an accurate assessment of problems and the factors that should be taken into consideration			
	1.7 Explain how to select the appropriate remedial action for the problem			
2. Deal with problems appropriately	2.1 Recognise when problems with other staff, customer or the public require intervention			
	2.2 Discuss the facts with those involved for a clear understanding of the problem			
	2.3 Carry out an accurate assessment of the situation			
	2.4 Select a course of action appropriate for those involved, within the limits of own competence and responsibility, and proportionate to the problem			
	2.5 Report to senior management problems outside limits of own competence and responsibility			
3. Understand how to deal with emergencies	3.1 Explain the limits of own competence and responsibility when dealing with problems and emergencies			
	3.2 Describe how to recognise an emergency			
	3.3 Explain the organisation's procedures for dealing with an emergency			
	3.4 List the roles of different emergency services, how to contact them and the information they require in order to respond effectively			

	3.5 Describe the procedures for reinstating and securing premises following problems and emergencies			
	3.6 State how to accurately record and report the details of an emergency			
4. Deal with emergencies appropriately	4.1 Liaise with relevant individuals or organisations to resolve the problem			
	4.2 Where appropriate, provide assistance to emergency services			
	4.3 Analyse the incident, including its causes and outcome, to inform future responses to emergencies and incidents			
	4.4 Ensure premises are made safe for use and are secure following the emergency			
	4.5 Complete all necessary reporting requirements			

ICSD1: Develop customer relationships

Level: 2		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 6				
Learning Outcome	Assessment Criteria			
1. Build their customer's confidence that the service they give will be excellent	1.1 Show that they behave assertively and professionally with customers			
	1.2 Allocate the time they take to deal with their customer following organisational guidelines			
	1.3 Reassure their customer that they are doing everything possible to keep the service promises made by the organisation			
2. Meet the expectations of their customers	2.1 Recognise when there may be a conflict between their customer's expectations and your organisation's service offer			
	2.2 Balance their customer's expectations with their organisation's service offer by offering an alternative or explaining the limits of the service offer			
	2.3 Work effectively with others to resolve any difficulties in meeting their customer's expectations			
3. Develop the long-term relationship between their customer and their organisation	3.1 Give additional help and information to their customer in response to customer questions and comments about their organisation's services or products			
	3.2 Discuss expectations with their customer and explain how these compare with their organisation's services or products			
	3.3 Advise others of feedback received from their customer			
	3.4 Identify new ways of helping customers based on the feedback customers have given them			
	3.5 Identify added value that their organisation could offer to long-term customers			
4. Know how to develop customer relationships	4.1 Describe their organisation's services or products			
	4.2 Explain the importance of customer retention			
	4.3 Explain how their own behaviour affects the behaviour of the customer			
	4.4 Describe how to defuse potentially stressful situations			
	4.5 Describe how to defuse potentially stressful situations			
	4.6 Identify the limitations of their organisation's service offer			

	4.7 Compare how customer expectations may change as the customer deals with their organisation			
	4.8 Identify the cost and resource implications of an extension of the service offer to meet or exceed customer expectations			
	4.9 Explain the cost implications of bringing in new customers as opposed to retaining existing customers			
	4.10 Identify who to refer to when considering any variation to their organisation's service offer			

Appendix 1: Qualification Structure

Candidates must achieve 16 credits from the Mandatory Units group, plus 7 credits from Optional Group 1 and a further 7 credits from Optional Group 2

Mandatory Group A

Ofqual Code	Unit Title	Credit Value	Credit Level	WAMITAB Code
Y/601/5875	Monitor procedures to safely control work operations	4	3	HSS3
T/600/9601	Provide leadership and direction for own area of responsibility	5	4	MSCB6
L/600/9586	Manage own professional development within an organisation	4	3	MSCA2
H/600/9660	Develop working relationships with colleagues	3	2	MSCD1

Optional Units Group 1

Ofqual Code	Unit Title	Credit Value	Credit Level	WAMITAB Code
M/601/6563	Assess requirements and plan service provision	5	3	PS05
H/601/6575	Implement quality management systems	2	3	PS06
A/601/6582	Co-ordinate provision of equipment for maintenance and caretaking operations	5	3	PS07
R/601/6586	Co-ordinate provision of supplies for maintenance and caretaking operations	4	3	PS08
D/601/6588	Contribute to improving supplier performance	2	3	PS09
M/601/6661	Monitor and control access, security and safety	3	3	PS10
D/601/6848	Handle maintenance problems	3	3	PS11
H/601/6687	Conduct a health and safety risk assessment of the workplace	6	3	HSS6

Optional Units Group 2

Ofqual Code	Unit Title	Credit Value	Credit Level	WAMITAB Code
A/600/9695	Manage a budget for own area or activity of work	7	5	MSCE1
D/600/9690	Support individuals to develop and take responsibility for their performance	4	4	MSCD13
F/600/9679	Address performance problems affecting team members	3	4	MSCD8
M/600/9676	Support learning and development within own area of responsibility	5	4	MSCD7
K/601/6853	Deal with problems, unexpected situations and emergencies	4	3	PS14
T/601/1526	Develop customer relationships	6	2	ICSD1





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