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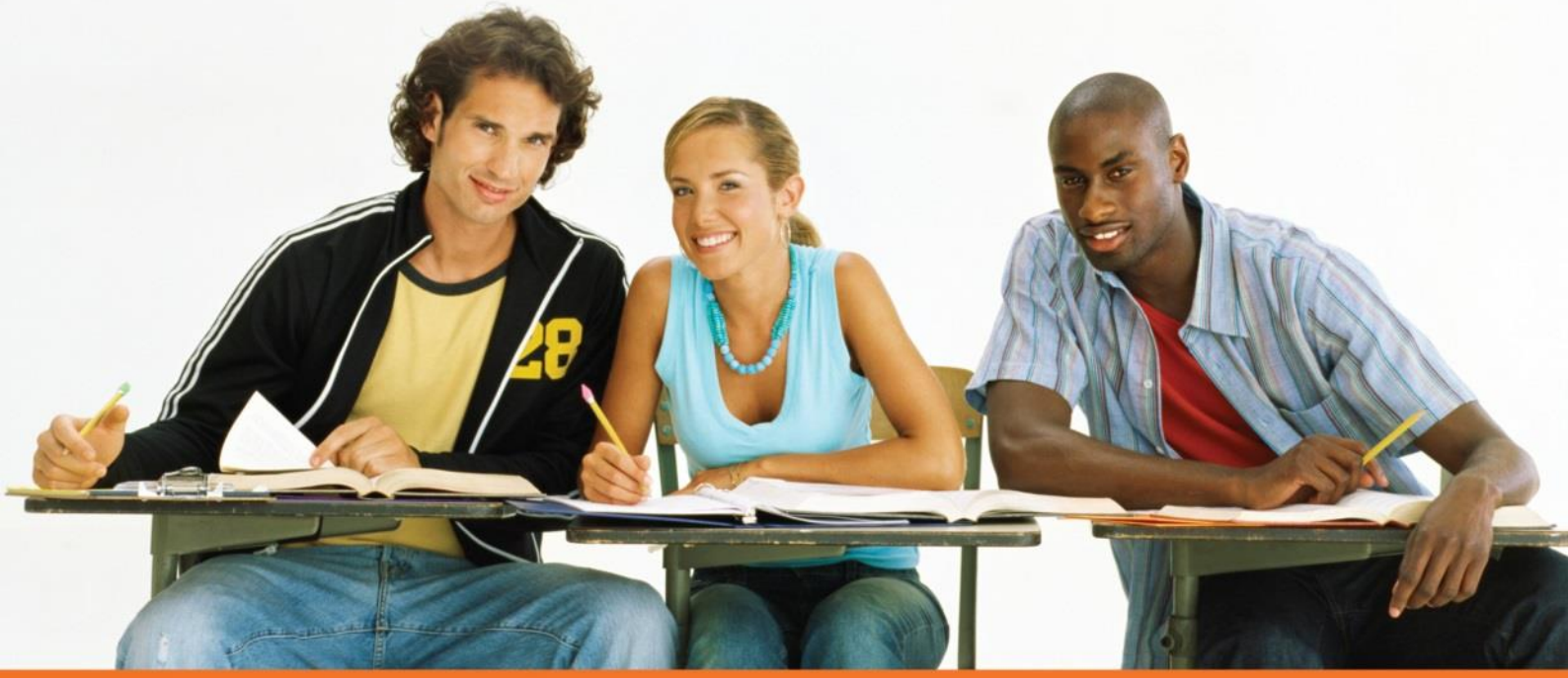

Level 2 Certificate in

FACILITIES SERVICES PRINCIPLES (QCF)

Qualification Specification

Qualification Recognition Number: 601/3693/5

Qualification Reference: L2CFSP

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- Is there an effective introduction to each topic?
- Is the lesson plan followed?
- Is the overall timetable followed?
- Is the training producing a good level of interaction?
- Does the trainer ensure that every learner achieves the stated outcomes?

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Section One

1.1 Introduction

Welcome to the FUTURE Approved Centre Guidance Pack for the Level 2 Certificate in Facilities Services Principles (QCF) The aim of this pack is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this pack in detail and become fully conversant with the procedures and accompanying documents.

This guidance pack is a live document and, as such, will be updated when required. Centres will be informed via email when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the guidance pack is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data protection

FUTURE is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FUTURE aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may complain in writing to FUTURE Centre Support. FUTURE will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662
Fax: 01530 836668
E-mail: info@futurequals.com
Website: www.futurequals.com

2.1 Qualification Outline

The purpose of this Level 2 Certificate in Facilities Services Principles (QCF) is to provide the learner who work in or want to work as, facilities management coordinators and contract managers in the facilities management environment. The qualification involves supporting a range of operations, including building maintenance, service delivery and site security. The key aspects of any facilities services role include monitoring facilities, developing relationships with colleagues and customers, and ensuring that healthy and safety is maintained at all times. The qualification gives learners the opportunity to develop skills to work in the facilities services sector and specialise in an area of facilities services.

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000. It is also part of the Health Apprenticeship Framework.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on Learning Aims Reference Service (LARS) Lite, where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number (Unit Reference Number), which is listed in this specification. The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with FUTURE.

2.2 Qualification Accreditation Number (QAN)

FAQ (QUALIFICATION) (QCF): 601/3693/5

2.3 Credits

Minimum credits required to achieve the qualification: 13

2.4 Qualification Level

This qualification has been listed on the Qualifications Credit Framework (QCF) at: Level 2

2.5 Guided learning hours

Each of the units in these qualifications is allocated a number of guided learning hours (GLH) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit GLH for this qualification is given in each unit.

The guided learning hours (GLH) for this qualification are: Min 103 - Max 103

2.6 Rules of Combination (RoC)

To achieve the Level 2 Certificate in Facilities Services Principles (QCF) learners must achieve a minimum of 13 credits. They must complete 4 mandatory units in group M (13 credits).

At least 13 of the credits must be achieved at Level 2 or above.

2.7 Age ranges

Pre 16:	No
16-18:	Yes
18+:	No
19+:	Yes

2.8 Units

Group M - Mandatory			
URN	Unit Name	Credit Value	Level
L/503/9631	Working in Facilities Services	3	2
R/503/9632	Health and Safety for Facilities Services	4	2
Y/503/9633	Working with customers and others in Facilities Services	2	2
R/503/9629	Sustainability and environmental issues for Facilities Services	4	2

2.9 Barred Units

Units with the same title at different levels or units with the same content cannot be combined in the same qualification.

Visit the Register of Regulated Qualifications http://register.ofqual.gov.uk/ for the full list of barred units for this qualification.

2.10 Unit Specifications

Unit 1: Working in Facilities Services

Unit Reference Number: L/503/9631

Level: 2
Credit: 3

Unit Summary

This unit is about raising awareness of facilities services by examining the types of services offered by organisations, the job role and progression routes and how facilities services contribute to the wider business environment.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know about the nature and range of services offered in the Facilities sector	1.1 State the role of a Facilities Services organisation
	1.2 List a range of typical services offered by a Facilities Services organisation
	1.3 Describe a range of services that are offered in the Facilities Services sector
2 Know about employment in the Facilities Services sector	2.1 Describe typical job roles within the Facilities Services sector
	2.2 Identify career progression routes in the Facilities Services sector
3 Understand the contribution Facilities Services make to organisations	3.1 Give examples of both 'hard' and 'soft' facilities services
	3.2 Give examples of how facilities services can improve: • energy, water and waste management • building services • the working environment

Unit 2: Health and Safety for Facilities Services

Unit Reference Number: R/503/9632

Level: 2
Credit: 4

Unit Summary

This unit will provide learners with an understanding of health and safety legislation and how to work safely. Learners will also develop an awareness of ways of controlling risks when working in a cleaning and support services environment.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the health & safety legislation which applies to Facilities Services	1.1 Describe the health and safety legislation and regulations which apply to Facilities Services
	1.2 Describe employees responsibilities
	1.3 Describe employers responsibilities
	1.4 Explain the appropriate codes of behaviour in relation to health and safety
2 Understand how to work in a safe manner	2.1 State job roles within organisations responsible for health and safety
	2.2 Explain the correct use of: • Equipment • Materials • Chemicals • Personal Protective Equipment
	2.3 Describe types of security requirements when working on sites
	2.4 Describe techniques for safe lifting and handling
	2.5 Describe recommended procedures in the event of: • Fire • Accident • Emergency
3 Understand the permit to work system	3.1 State the purpose of a permit to work
	3.2 Explain how the permit to work should be completed
	3.3 State when a permit to work would be necessary
4 Understand how to control risks in the workplace	4.1 Explain the importance of personal hygiene in the workplace
	4.2 Outline the required personal hygiene standards
	4.3 Define the terms 'risk', 'hazard' and 'risk assessment'
	4.4 Identify the types of hazards which might occur in the workplace
	4.5 Describe health and safety procedures relating to controlling risks
	4.6 Describe the procedures for reporting hazards
	4.7 Explain the importance of following manufacturers' instructions
	4.8 Explain the importance of clear communication in relation to risk assessment
	4.9 Explain the importance of risk control measures

Unit 3: Working with customers and others in Facilities Services

Unit Reference Number: Y/503/9633

Level: 2
Credit: 2

Unit Summary

This unit is about communicating politely and effectively with customers and others when performing cleaning tasks. The unit also covers working with others, providing support to others when they require it and making appropriate responses in difficult situations with customers and colleagues.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to communicate effectively with customers	1.1 Describe the importance of communicating with others
	1.2 Describe appropriate ways of communicating with customers
	1.3 State the importance of up to date, accurate and clear information
	1.4 State key sources of job-related information
	1.5 State reasons for adapting communication to different audiences
	1.6 State procedures for acknowledging, responding to and recording customer communication
	1.7 State the limits of authority for dealing with different types of customer communication
2 Understand how to meet customers' needs	2.1 Explain the importance of positive behaviour and attitudes
	2.2 Describe examples of positive behaviour and attitude
	2.3 Explain the benefits of creating a positive impression
	2.4 Describe different types of customer
	2.5 Describe procedures for handling difficult customer situations
3 Understand how to contribute to effective team working	3.1 Explain the importance of teamwork
	3.2 Describe roles and responsibilities within teams
	3.3 List factors that contribute to effective teamwork
	3.4 Describe key personal behaviours of team members
	3.5 Describe how to respond to disagreements in a team

Unit 4: Sustainability and environmental issues for Facilities Services

Unit Reference Number: R/503/9629

Level: 2
Credit: 4

Unit Summary

This unit enables learners to understand sustainability in its general sense and in the context of a facilities services environment, focusing on the conservation of utilities and the need to dispose of waste safely.

Assessment Guidance

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the basic concepts of sustainability	1.1 List and explain common terms used to describe sustainability
	1.2 List the principal types of natural resources
	1.3 Identify the sustainability issues related to natural resources
2 Understand environmental issues and legislation relevant to Facilities Services	2.1 Outline the main environmental issues facing Facilities Services
	2.2 List relevant environmental legislation relating to Facilities Services
	2.3 Give examples of waste materials handled by the sector
	2.4 Explain why it is important to comply with legislation
3 Know the importance of using energy and water resources efficiently and ways of reducing waste	3.1 State why it is important to use energy efficiently
	3.2 Identify typical actions to reduce energy consumption
	3.3 State why it is important to reduce water usage
	3.4 Identify typical actions to reduce water usage
	3.5 State why it is important to reduce waste
	3.6 Identify typical actions to reduce waste
4 Know the methods for monitoring usage of energy and water resources and managing the safe disposal of waste	4.1 State the methods for monitoring usage of energy and water resources
	4.2 Describe methods for managing and disposing of waste in a safe manner

2.11 Unique Learner Number

It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank but FUTURE will not be able to send these achievements to the Personal Learning Record.

2.12 What level of Functional Skills will be required?

There is no specific entry requirement. Learners will need to have Minimum Core Skills in literacy, numeracy & IT skills in order to successfully complete as they will need to achieve the minimum core requirement of personal skills in these areas.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification and any associated needs should be recorded in appropriate learning plans.

2.13 What physical requirements will the programme demand of the learner, such as, is this programme suitable for visually impaired learners?

Learners are not restricted on the basis of physical capacities.

Learners should be guided on the requirements of employment in the sector, and on whether the qualification will contribute to the achievement of their career goals. Learners must be able to meet the required assessment criteria for this qualification.

2.14 Language

FUTURE qualifications and assessment materials will be provided through the medium of English. The language used within this qualification is subject to scrutiny to ensure that it is plain, clear, free from bias and appropriate to the level. Further information on language requirements can be found in the document 'Position statement on Welsh and Irish' on the FUTURE website www.futurequals.com

2.15 Learners with proven Special Consideration

The FUTURE procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is available for download from the FUTURE website at: www.futurequals.com.

2.16 Guidance notes on delivery

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

The programme may be applied flexibly, in accordance with learners' needs and local circumstances. Facilitators/assessors are encouraged to repeat sessions that learners have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

Delivery via Blended learning

Centres may choose to deliver this qualification via blended learning. 'Blended learning' means the combination of delivery by face-to-face methods and learner self-study.

When delivering blended learning, personnel competency requirements must be met and learner support systems must be provided in line with the Centre Guidance contained in this document. Such requirements include the allocation of a mentor to actively support each learner, the usage of qualified and experienced teachers for delivery and assessment and the initial assessment of learners prior to commencement of the course. Learners should be given access to an adequately resourced centre where they will be given this support and where they can complete.

It is important to note that delivery entirely via distance learning is not appropriate, due to these requirements.

If you are delivering these courses via blended learning, you may be using learning and assessment materials produced by a training provider. Any training materials used for assessment purposes must either be endorsed by FUTURE beforehand or approved by the FUTURE External Quality Assurer prior to their usage.

Likewise, plans of assessment and assignment tasks must be approved to FUTURE prior to the first assessment being undertaken by the learners. This approval process will be carried out by the External Quality Assurer either electronically (or using other forms of correspondence), or at an initial moderation visit.

Materials for approval can be sent directly to the Qualifications Manager. A standard FUTURE observation form is available for use by centres and can be downloaded from the FUTURE website at: www.futurequals.com.

2.17 Grading

Assessment is competent / not competent. There is no grading.

2.18 Determining and Reporting of Results

The FUTURE procedures on registration and certification, assessment and internal quality control are available in the following document:

- Centre Guidance Pack – Guidance for the delivery and assessment of qualifications awarded by Future (Awards and Qualifications) Ltd

This document can be found on the FUTURE website: www.futurequals.com

2.19 Opportunities for progression

QCF units may appear in other larger qualifications on the QCF, you can check this by visiting The Register of Regulated Qualifications at http://register.ofqual.gov.uk, use the URN to search for the unit and click on linked unit to view the units other qualifications.

2.20 Pre-course procedures

FUTURE qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to these qualifications.

2.21 Interview procedure

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as learners for one of these qualifications.

2.22 Initial Assessment

It is important that centres carry out some form of initial assessment that identifies what competence and knowledge a learner already has and any proven and documented needs which should be taken into account. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification. This should be recorded so that centres can identify any associated needs and record this in appropriate plans.

2.23 Learner Support

Support for literacy, numeracy and language

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- The support available to the learner within the centre during his/her programme of study
- Any specific support that might be necessary to allow the learner to access the assessment for the qualification
- Diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

During the recruitment process centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

Reasonable adjustments to assessment and special considerations to accommodate individual learner needs are allowed by FUTURE procedures and must be notified to FUTURE in advance of the assessment. See the FUTURE document "Guidance on Reasonable adjustments and Special Consideration" which can be downloaded at www.futurequals.com.

2.24 Individual learning plans

All learners must have an individual learning plan that records their needs, prior learning and progress on the learning programme. The learning plan provides the basis for action planning to enable the learner to work towards their qualification. It should identify any learning and professional needs and a plan to address these needs. Learning plans should be negotiated and agreed with individual learners and recorded in a format that details:

- Learner details
- Existing relevant qualifications e.g. literacy and numeracy qualifications, subject specialist qualifications
- Details of any evidence offered for prior learning
- Results of initial assessments in literacy and numeracy
- Details of those supporting the learner e.g. tutor, mentor, subject specialist
- Any additional support required by the learner

- Action planning
- Feedback and monitoring
- Record of progress.

In addition, individual learning plans should cover the personal development of minimum core requirements for skills in English, Mathematics and ICT and address any needs identified.

2.25 Mentor support

It is good practice for centres to appoint a mentor to support learners throughout the programme. The mentor must understand the requirements of the programme and must be a qualified and experienced teacher. Mentors should be subject specific and provide learners with specific guidance on teaching their specialist subject. Mentors should have some training in mentoring skills.

2.26 Subject specialist support

It is good practice for learners to have access to subject specialist resources at the appropriate level and other teachers and mentors who should be able to offer specialist support.

2.27 Learning resources

Centres will need to ensure that learners have access to all appropriate resources to support their learning on the programme. Resources are likely to include:

- Appropriate general and subject specific texts
- ICT resources
- A suitably equipped venue and resources
- Other resources to support identified needs of learners.

2.28 Tutorial support

Tutorial support should be provided to learners whether on classroom based, work-based or distance learning programmes. Learners should be provided with details of how to contact their tutor and arrange tutorials as appropriate.

2.29 Legal Considerations

Learners and centers should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Section Three

Parnassus: Centre Management Information System

3.1 Registration & Certification - Introduction to Parnassus

Parnassus is our online Centre Management Information System, which all our approved centres are required to use as part of the administration processes.

In Parnassus you will be able to:

- Register your learners
- Review the progress of your learners
- Register grade results for certification

Only appointed persons authorised by the Centre Coordinator will be granted access to Parnassus. The named person(s) will be given a username and password in order to gain access to Parnassus and they will receive full training and support from a member of the administration team at FUTURE.

For further information on Parnassus, a Centre Guidance pack, including a User Guide for Parnassus, is available for download at www.futurequals.com.

3.2 Learner Registration

The Centre must register learners onto Parnassus prior to the start date of the event and must ensure all details are complete and correct to avoid possible amendment charges.

Centres must provide the following learner information:

- First Name
- Surname
- Date of Birth
- Ethnic Origin
- Disability
- Unique Learner Number (ULN)
- Special Considerations

Upon registration with FUTURE, each Learner will be issued with a FUTURE Learner Identification Number. This number will record the complete Learner journey form qualification through to certification. All subsequent qualifications will be linked to the Learner number with FUTURE systems.

The Approved Centre will receive email confirmation of the FUTURE Identification Learner Number for each Learner registered and also a confirmation of registration on to the requested qualification.

3.3 Certification

FUTURE will ensure all certificates are sent to print and dispatched within 5 working days after the grade results have been submitted into Parnassus. The Approved Centre will be notified immediately if there is any reason for a delay.

FUTURE delivers all certificates to the Approved Centre's examinations office using the Royal Mail Recorded Delivery service, where a signature is required upon receipt. In the unlikely event that certificates have been lost during delivery, the centre must inform FUTURE as soon as they are aware.

3.4 Replacement Certificates

In the event that Replacement Certificates are required, the Approved Centre must complete and return the Replacement Certificate form which can be downloaded from the FUTURE website at: www.futurequals.com

Any associated fees are detailed in the FUTURE Qualification and Price List which can also be found on the FUTURE website.

3.5 Unit Certification

With multiple unit qualifications, the learner may ask for unit Certification. However all assessment components must be passed within the unit and pass the centre quality assurance process before the unit certificate will be released.

Section Four

Assessment Overview

4.1 Planning for evidence

Assessors must take responsibility for assessment planning with learners. This will involve agreeing a number of issues with learners including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the learner
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to learners

4.2 Assessing the evidence

It is not necessary for learners to meet all the criteria every time they carry out an activity but it is necessary that all learners produce their own evidence to meet all assessment criteria. They must consistently provide enough evidence for assessors to believe that the learner is competent in their working environment.

They must:

- plan with the learners
- assess learner performance, knowledge and understanding
- look at the evidence
- question and give feedback to the learner working towards these qualifications.

They should also be satisfied that the learner has demonstrated competence when meeting the assessment criteria. All criteria must be completed before the assessor can sign the unit off as complete.

4.3 Assessment Methods

Where appropriate, qualifications can be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Evidence can take many forms including:

Observation

Observation at work is a common method used in assessment within the QCF. Observation can be organised in a variety of ways:

- By continuously working alongside the assessor/witness
- By arranging to work alongside the assessor at specific times
- By the assessor planning to visit when particular activities are planned
- By arranging with the assessor for particular activities to take place before a visit.

Observation or other types of evidence, e.g. personal statements, records of question and answers or witness testimonies may be used. It is also possible to use tape recordings, video or other technologies to record performance.

Work products

Work products refer to any work the learner has undertaken themselves that shows a level of understanding or skill. This work may have been done as part of a job or, where permissible, it may have come from a simulation that is as close to a real working environment (RWE) as possible.

Product evidence may be used a great deal. The exact nature of this evidence will depend on the nature of the learner's work. Examples of product evidence include letters, memos, lists, spread-sheets, presentations and reports. Certificates showing achievement are also considered to be product evidence.

Work products must be wholly or partially the result of work the learner has undertaken. To ensure authenticity, the products may need to be countersigned by a person in a position of responsibility who is able to vouch that the products are the learner's unaided work.

Simulation

For this qualification simulation is not allowed unless specified in the unit criteria.

Throughout the QCF the emphasis is on the learner being able to carry out real work activities so assessment will normally be carried out in the workplace itself. The QCF standards will indicate any units where simulation may be used.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, care must be taken to ensure that the conditions in which the learner is assessed in mirror the work environment, i.e., that it is a realistic working environment (RWE).

Questioning

The learner will have to prove that they have the required knowledge and understanding for each unit. They will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not they have the necessary knowledge and understanding. Questions may be asked in many forms such as short-answer questions, through projects, multiple-choice tests, case studies, or assignments.

There is likely to be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. Sometimes, the assessor will need to discuss with the learner the work they have done and record it on a question and answer form. This is known as professional discussion.

Personal and witness accounts

The assessor will not be able to observe everything a learner does. On such occasions, statements (testimonies) from other people who have observed the learner working can be useful sources of evidence for the QCF as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced.

Assignments and projects

Assignments and projects are also useful ways to collect evidence. However, the learner should ensure they are not being asked for a competence that is not required by the standards.

Recognition of Prior Achievement (RPL)
RPL is a method of assessment leading to the award of credit that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be:

- valid
- reliable.
- Safe
- Fair

Expert witness statements
An expert witness might be the learner's line manager, a colleague or a customer. The learner will need to work with the assessor to make sure that the provided witness statements are acceptable.

4.4 Evidence

All evidence should be:
- Valid.
  It relates to the Learning outcomes and Assessment criteria the learner is trying to achieve and claim.
- Authentic.
  The evidence, or an identified part of it (e.g. a report), was produced by the learner.
- Sufficient.
  It must cover all the areas of competence being claimed for.

The learner should check carefully that their evidence meets all of the above. If they are in any doubt about whether to use a piece of evidence, the learner should ask their assessor for guidance.

Evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities that the learner performs outside of work. It can also be produced in various formats, e.g. the learner's own reports, testimonies from colleagues, supervisors or members of the public, projects, models, audio tapes, photographs, video.

4.5 SSC Assessment Strategies

The FAQ Level 2 Certificate in Facilities Services Principles (QCF) must be assessed according to the Sector Skills Council Assessment Principles, which can be downloaded from the Qualifications section of the FUTURE website at www.futurequals.com.

Section Five

Centre Staffing

5.1 Centre Staffing

Approved centres must ensure that there are a sufficient number of people either trained or qualified to assess the number of learners they anticipate to register. They must also ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of learners and assessors.

Approved centres must have verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient, and also provide quality assured training for those people identified as being responsible for verification. There must be a standardisation system in place to ensure that all assessments are consistent and fair

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance.

Therefore, centres must ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

Centres must also ensure that there is sufficient time to conduct effective assessment and internal verification.

5.2 Criteria for Assessors

Assessors must demonstrate that they:
- have credible expertise in their subject area relevant to the level(s)/units they are assessing or verifying.
- keep themselves up-to-date with developments in practice within their subject area;
- have a thorough understanding of the NOS for their subject area at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:
- An accredited assessor and/or verifier qualification, *or*
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, *or*
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications

Hold one of the following qualifications or their recognised equivalent
- Level 3 Award in Assessing Competence in the Work Environment *or*
- Level 3 Certificate in Assessing Vocational Achievement, *or*
- A1 Assess Learner Performance Using a Range of Methods, *or*
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence.

Show current evidence of continuing professional development in assessment and quality assurance.

5.3 Criteria for Verifiers

All those who quality-assure these qualifications internally must:
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
- Show current evidence of continuing professional development in assessment and quality assurance.

Hold one of the following assessor qualifications or their recognised equivalent:
- Level 3 Award in Assessing Competence in the Work Environment, *or*
- Level 3 Certificate in Assessing Vocational Achievement, *or*
- A1 Assess Learner Performance Using a Range of Methods, *or*
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence.

Hold one of the following internal quality assurance qualifications or their recognised equivalent
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice,
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
- V1 Conduct Internal Quality Assurance of the Assessment Process, *or*
- D34 Internally Verify the Assessment Process.

5.4 Criteria for Expert witness:

An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance *or* a professional work role which involves evaluating the everyday practice of staff.

5.5 Criteria for External Quality Assurers

The External Quality Assurer will need to hold the same qualification requirements as the Assessor and Verifiers as well as:
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 V2 or D35

5.6 Centre Internal Quality Assurance

Internal quality assurance is the key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

5.7 Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of FUTURE Qualifications. Training and assessment must be able to provide a suitable teaching area/environment conducive to learners' learning i.e. well lit, well ventilated and of adequate size

5.8 Monitoring the skills of trainers

There should be a quality assurance plan, which includes provision for monitoring the skills of trainers at least once a year. A copy of the monitoring assessment should be put in the relevant trainer's portfolio.

There should be a course evaluation procedure, based on learner feedback, covering at least:
- the ability of trainers;
- structure and content of the course;
- the equipment used;
- the training premises used.

5.9 Centre Complaints procedure

Training centres should have a complaints procedure which is given to each learner before training begins.

5.10 Syllabus

The course content is made up of the learning outcomes and assessment criteria for the units that make up the qualification. The training should include all these elements but where practicable, can be tailored to meet the needs of individuals and/or their employers.

5.11 Lesson plans

There needs to be a lesson plan for each syllabus topic, containing aims, objectives and outcomes. A combination of theory and practical tests will help the trainer assess each learner's understanding of a given topic.

5.12 Training equipment

It is important there is a sufficient range of equipment to support all elements of the training. Where appropriate, there should be procedures in place for maintaining hygiene when using equipment.

5.13 Training venue

The premises should be conducive to learning. Training centres do not need to use their own training premises; the use of hired premises or client facilities is acceptable. Training centres should ensure that all premises used are fit for purpose.

5.14 Preparation and planning

Are there adequate and sufficient training aids for the course?
Training aids should be appropriate and clearly contribute towards achievement of the stated objectives. All learners should benefit from the training aids used.

Is the classroom conducive to effective teaching and learning?
All learners require their own working area. They should be able to hear and see the trainer at all times. There should be adequate space for theory and practical work to facilitate effective learning.

Are lesson plans of sufficient quality and detail?
If a lesson plan has no strict format, it is recommended that it includes:

- time allocated for each session;
- learning objectives (a statement to show what the learner is expected to achieve by the end of the session);
- trainer and learner activities during the session;
- teaching methods and equipment to be used;
- a method of assessing the learner's understanding.

5.15 Effective delivery

Is there an effective introduction to each topic?
The trainer should introduce each topic effectively. This will enable the learner to understand the objectives of each session.

Is the lesson plan followed?
It is important to follow the lesson plan. Every learner group has different learning needs and abilities. The trainer should be aware of this and make allowances when applying the constraints of the lesson plan.

Is the overall timetable followed?
The trainer should ensure that all training follows the specified timescales. Session times should follow the lesson plans and course syllabus. Overrunning may affect subsequent sessions and proper delivery of their content.

Is training producing a good level of interaction?
The trainer should encourage and ensure full participation and involvement of all learners in all aspects of the training. It is recommended that a single trainer teaches no more than 12 learners so each individual receives an appropriate level of support.

Does the trainer ensure that every learner achieves the stated outcomes?
Assessments should be continuous to make sure the learner has gained the relevant knowledge, skills and understanding relating to each element of the course. Only when they can demonstrate this, should they move to the next subject area. Assessment methods recorded in lesson plans may include theory tests, practical work or question and answer sessions, as appropriate.

Section Six

6.1 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly;

Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc

Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose

6.2 Definitions

Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance

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