

LEARNING EXPERIENCES – LOOKING AFTER OUR COLLEGE

This template is designed to be generic to both exam boards

Title of scheme	Looking after our college				
Unit (s)	7	Level	2	Ref	2-07
Aim and objective	<p>On completion of the report students will understand:</p> <ul style="list-style-type: none"> • The difference between hard and soft facilities maintenance • Why FM is important • How FM is delivered • Relevant health and safety issues • Roles and responsibilities <p>Examples of what the report is to cover:</p> <ul style="list-style-type: none"> • Energy use/measurement – water/electricity • Health and safety issues – expand on this • Sustainability issues – (not just ‘green’ issues) • Cleaning requirements • Improvement and refurbishments requirements. • Plant and machinery used 				
Intended outcomes	<p>Following the necessary teaching input the students are required to compile a report with recommendations regarding FM on the college campus.</p> <p>Note: Regarding specification criteria to be met, see bottom of this template.</p>				
Approximate duration	Variable – approximately 15-20 hours.				
Applied learning opportunities	<p>If the college is an old style building, then visit a new one, or if a new one visit an old college. It may be possible to do an exchange with another CBE college. Visit a BSF programme school and establish how the designers are addressing the same issues in both the design and maintenance of the building.</p> <p>Invite the college bursar (or similar) to speak to the students about current maintenance and refurbishment plans. He/She could also provide:</p> <ul style="list-style-type: none"> • A breakdown of energy and maintenance costs (% rather than costs). • What services that are provided in-house and those provided by external agencies or companies <p>Contact Carbon Trust as they give advice to businesses.</p> <p>Contact the energy companies.</p> <p>Invite a surveyor to explain to the students about his/her role in FM and the training programme they undertook to get qualified. This person would also give advice as to what to look for and how to prepare the report.</p> <p>Invite a FM professional to explain to the students.</p> <p>Interview building inspectors, maintenance managers and caretakers.</p> <p>Either as part of the survey, or to help with recommendations, work with the college student council.</p>				

Teaching tips and links to other modules	Look out for the forthcoming learning experience called ‘MOT your Home’ which would provide an ideal; initial activity for this Unit	
PLT’s opportunities By referring to the specific PLT criteria under each heading, deliverers will find many opportunities to develop the learning potential	Creative thinkers	Question their own and others’ assumptions
	Effective participants	All areas
	Independent enquirers	Analyse and evaluate information, judging its relevance and value Support conclusions, using reasoned arguments and evidence.
	Reflective learners	Most areas
	Self managers	Work towards goals, showing initiative, commitment and perseverance. Organise time and resources, prioritising actions
	Team workers	The work could be done in pairs or small groups, thereby addressing most areas
Resources and environment required	PowerPoint on Facilities Management which can be found on the www.tgconsulting.org website (EBEI page) Interviewing resources – possibly audio recording and playback facilities. Access to computer suite. Clip board, paper etc Seminar room for listening to guests. Transport for visit Digital camera and downloading facility Plans of the college	
Further learning opportunities	Hospitals are ideal places to work with to expand the learners knowledge and experience of FM	
Assessment method, including peer and self assessment For further information regarding the exact spec criteria that can be met, please refer to separate schedule (to follow)	The unit is externally examined. (AQA/C&G) The exercise is designed to provide students with knowledge that will enable them to be successful in the exam, or for the internal assessment task. To monitor progress, students are required to carry out self-assessment from a checklist provided (not provided).	
Functional Skills connections	Maths	
	English	
	ICT	