

Study and Assessment Guide

**A guide to study skills, referencing and
assessments for IWFM qualifications**

iwfm

Institute of Workplace
and Facilities Management

ACADEMY

Study and Assessment guide

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What is this guide for?

This guide has been written to support you as you develop and enhance the qualities and transferrable skills necessary for your IWFM Qualifications, career progression, personal and professional development. We hope that you will find the content useful for you to:

- develop and practice the skills required to continuously extend your personal and professional capabilities
- critically reflect on learning and feedback
- apply learning to real world issues within the workplace
- identify actions to take and plan for these
- develop the academic skills required for your studies and qualification assessments

Aims

This guide will help you to develop and enhance the qualities and transferrable skills necessary for your studies, career progression, professional and personal development.

Study Skills

How do we learn?

During the study skills webinar you were introduced to several concepts, models and theories relating to learning. The idea is to provide you with some tools to help you understand the learning process, your individual preferences in relation to learning and how this links with the process and practice of reflection.

The insights gained from this understanding can be used as prompts to help you review your experiences and extract learning from these.

Learning styles

In the webinar we took some time looking at learning styles. Using the model to explain individual preferences and habits that individuals develop as they engage in life and learning experiences. A good starting point for academic work is to firstly consider a definition, so in attempting to illustrate good practice here is a definition:

“Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn”

<https://www.boundless.com>

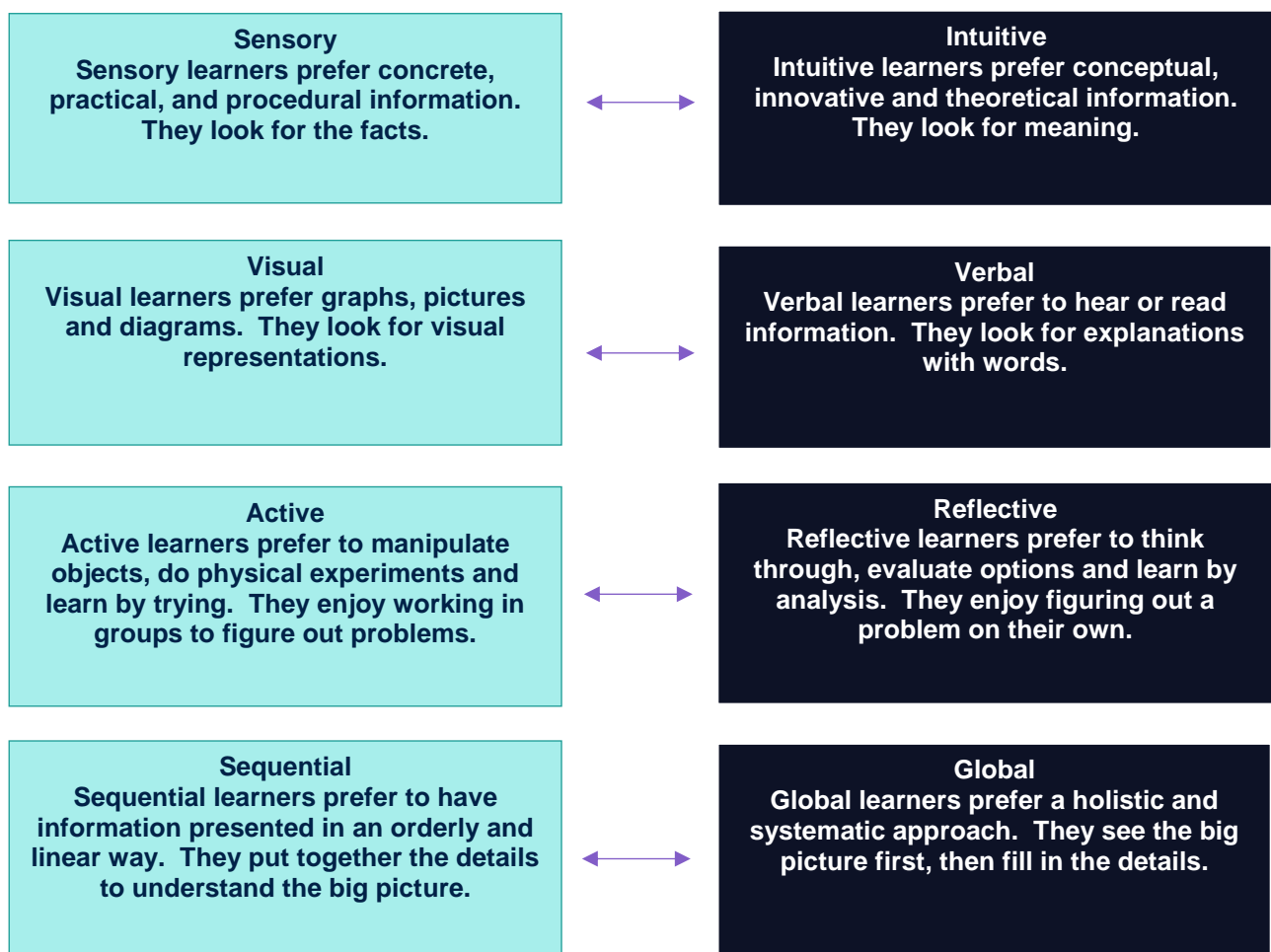
To expand on this definition, in the same way that we all have individual personalities and differences we also have our own preference for how we learn. The more we understand

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ourselves and our own preferences for learning the better use we can make of learning opportunities presented to us.

The principle point is that we start to stretch ourselves to become more proficient in our learning by trying out learning styles that differ from our natural habits of learning.

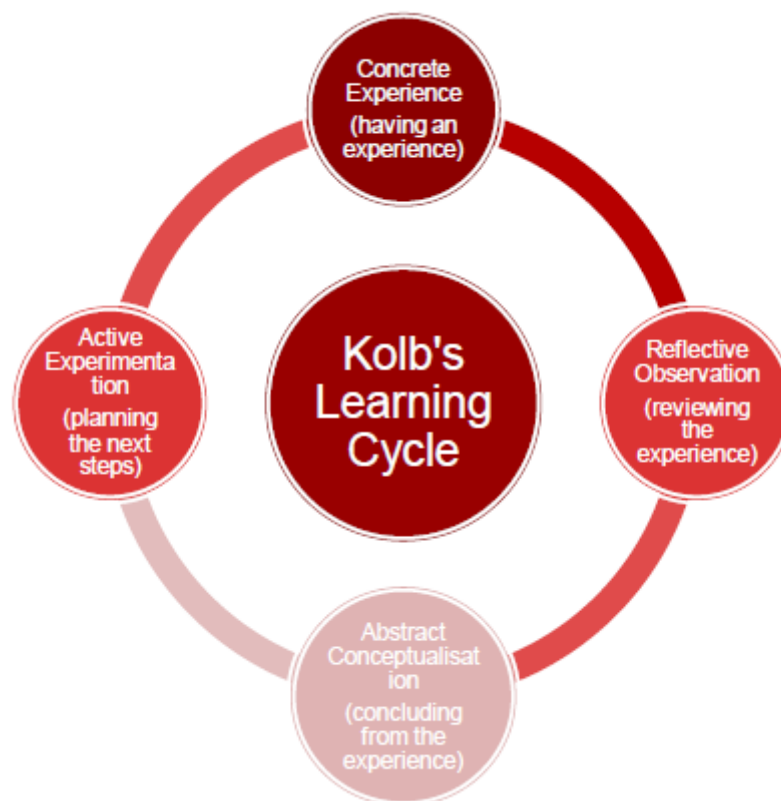
We will now move onto understanding those differences and preferences, using the Mindtools model as an illustration:



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The Learning Cycle

The next step is to introduce the concept of the Learning Cycle (Kolb, 1984). This model stresses the importance of taking time to review experiences, reflect upon them, make links with previous experiences or learning and create plans to enhance future development. The four stages of the learning cycle are represented in the diagram below:



Adapted from Kolb's Learning Cycle (Kolb, 1984)

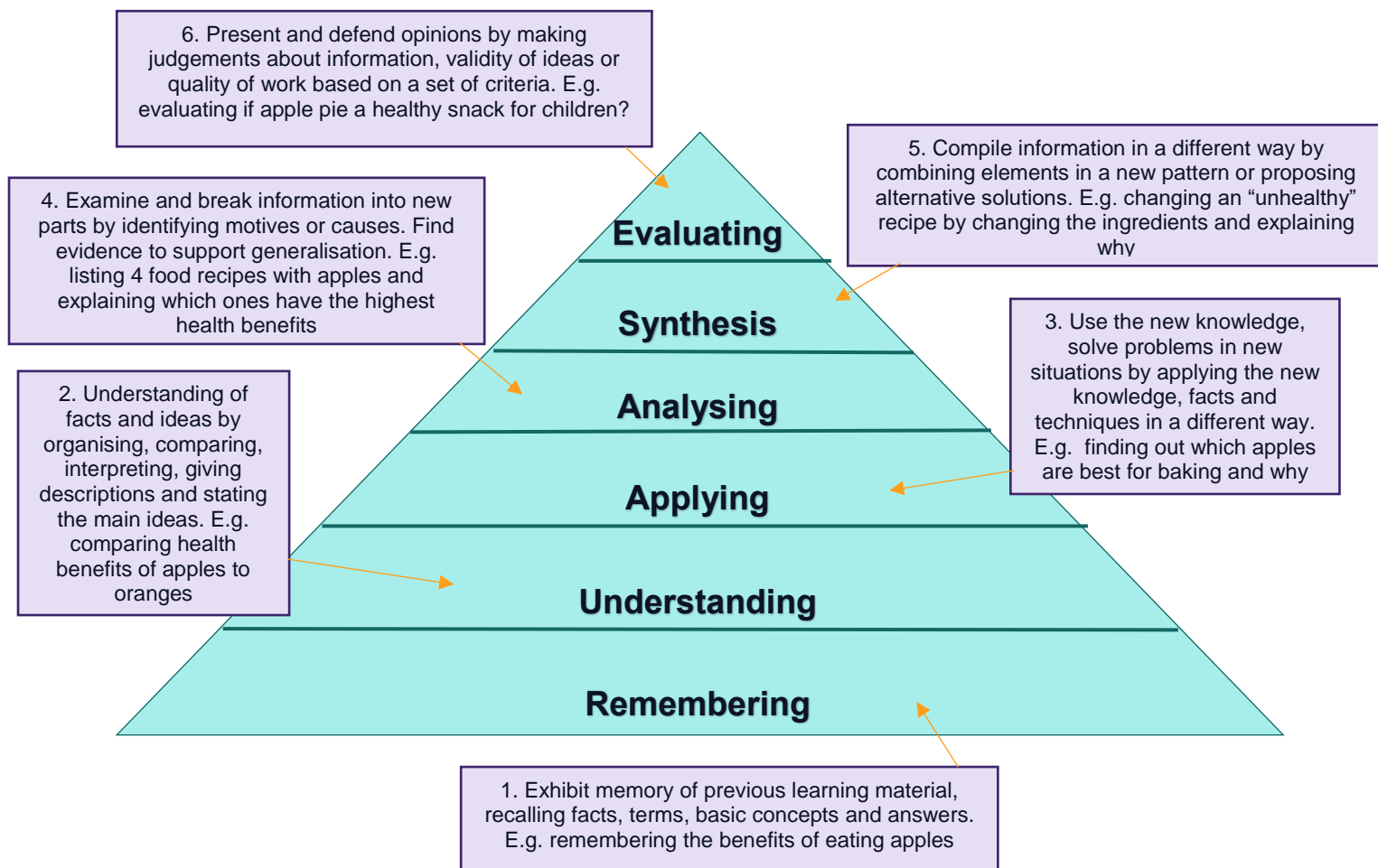
One example of the Learning Cycle in action would be to concentrate on one skill area and reflect on an experience, then think about and plan what actions you might take to develop your skills in this particular area (we will return to action planning later).

A further example of the Learning Cycle in action would be the consideration of a '**significant experience**'. Learning emerges from a variety of situations and sources during your experience as an FM practitioner and also as you engage with the IWFM Qualifications. We want to encourage you to develop your capacity to extract as much learning as possible from these '**significant experiences**' through taking time to reflect, linking the experience to previous experiences or learning and taking the outcomes of this reflection forward into future practice.

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Levels of learning

When we engage in reflection and complete the cycle of learning we take learning onto a different level. This was illustrated during the webinar using Blooms Taxonomy of Learning, see below for the slide used to discuss Bloom's Taxonomy and the levels of learning. Remember also the link with the IWFM Command words, Explain, Identify, Interpret, Analyse, Describe.



It has also been identified that students exhibit three main approaches to learning (Brown and Knight, 1994; Entwistle, 1983; Morgan, 1993) and it is useful to briefly outline these, demonstrating the link between reflection and approaches to learning:

• The Surface approach

A surface approach is where a learner is concerned with memorising details. The emphasis is on the assimilation of knowledge and information in order to pass assessment tasks. This is a passive approach by the learner; the learner expects the knowledge to be passed to them to 'soak up'.

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With this approach to learning there is acquisition of knowledge but the learner does not undergo any transformation -underlying values and beliefs are not challenged nor changed.

- **The Strategic approach**

A strategic approach is where a learner responds to cues to do well in a particular context. The emphasis is on developing knowledge and techniques that will be explicitly rewarded. The primary goal for the learner is the grade obtained; any understanding, engagement or transformation is a secondary consideration.

- **The Deep approach**

A deep approach is concerned with relating ideas together and constructing meaning from the learning material. It involves an active approach that 'destructures' the subject material, questions are asked, underlying beliefs may be challenged, and this is followed by restructuring where new material is related to the learner's existing understanding. The process of deconstructing and reconstructing will involve reflective activity in order to enhance understanding and development.

In order to ensure that you learn effectively within your studies, we are asking you to take a Deep Approach to your learning.

Note making skills

As you will find, there are a variety of resources available to learn from which may become overwhelming after a while.

A good way to help you keep a track of what you have learned is note making. By taking notes you are able to record what you have learned and recall it at a later stage. It also helps summarise all that information you have learned in a way you find easier to understand.

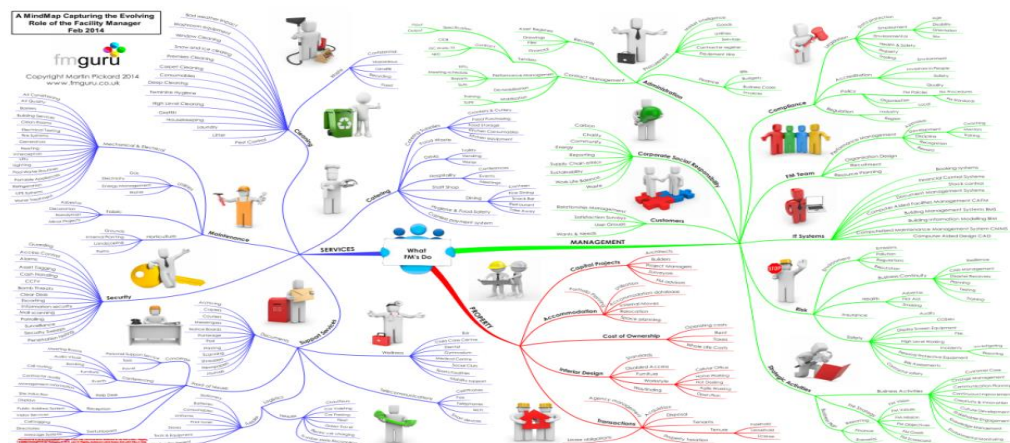
There are a number of techniques you can use when taking notes:

- **Sequential/Linear notes** – This involves making notes in the forms of lists or sub headings. This helps keep your notes neat and concise, making it easier to find the main points.

<i>FM Functions</i>
<i>Strategic</i>
<i>Defining overall FM strategy</i>
<i>Tactical</i>
<i>Implementing/monitoring</i>
<i>FM strategies</i>
<i>Operational</i>
<i>Carrying out FM services</i>

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- **Mind mapping** – This is a good method if you prefer a more visual form of note making. You begin with a central keyword or phrase for a topic which begins to branch off into other related subjects whilst keeping with only keywords or phrases. This can be done in whatever style or pattern you prefer and allows you to add new information at any time.



- **Highlighting, annotation and underlining** – This involves highlighting or unlinking key words or phrases and then adding brief notes in the margin. This technique helps you to focus on the key points and pick up the meaning of the text as you work through it. It can also help you highlight key pieces of information that are relevant to the assessment tasks.

2.3 Roles of FM

The role of FM can be considered at the **three levels** of the organisation as shown in Table 2.2.

Effective and efficient provision of FM in an organisation will therefore:

- ☐ Enable integration of the different services processes across the organisation.
 - ☐ Provide the link between the strategic, tactical and operational levels of activity within the organisation.
 - ☐ Ensure consistent communication (bottom up and top down) in the organisation.
 - ☐ Develop a partnership relationship between clients/end-users and suppliers/service providers.
- Handwritten notes:*
 - Next to the first bullet: "monitor + implement services effectively" and "KPIs"
 - Next to the second bullet: "Services, H&S, Sustainability"
 - Next to the fourth bullet: "bridge depts."

Wiggins J. M. (2010) *Facilities Manager's Desk Reference*. Chichester: John Wiley and Sons Ltd

- **Summarising your notes** - Once you have made your notes you may find it useful to bring it all together in a condensed version. This helps synthesise your ideas into your own words and helps ensure you understand the subject. It also means you are less likely to commit plagiarism.

Overall, it is important to find a method that suits your learning style, the above are examples only. It is good to experiment with all different kinds of methods until you find your preferred one.

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Remember – if you use diagrams, words or quotes in your assessment that are not your own you must **reference** this to the source. A guide to referencing can be found within the “Help with planning, researching and referencing” document. It may be useful for you to record the source next to your notes as you go along to help you keep track of the sources you have used.

Reflective Practice

So what is reflection?

Having outlined the link between reflection and learning it is perhaps appropriate to clarify what we mean by 'reflection'. A good starting point is a definition by Boud et al (1996) which clearly illustrates the link between reflection and learning:

“reflection consists of those processes in which learners engage to recapture, notice and re-evaluate their experience, to work with their experiences to turn it into learning” (Boud et al, 1996:9)

However, developing reflective thinking skills can take time. It involves you looking back on an experience and trying to make sense of it from a variety of perspectives. To reflect effectively you need to focus upon the details of experiences, upon thoughts, feelings and actions associated with those experiences (Bolton, 2001). Phrases that capture what reflection includes:

- digesting
- looking back
- looking at something critically
- noticing what happened
- reviewing the situation
- thinking of what went well
- thinking of what went wrong

(adapted from Porter, 2003)

During your studies you will, undoubtedly, suffer from high and low points and reflecting on these moments will help you to determine how these contributed to your learning and development.

Reflection, therefore, is more than description. It has been suggested that in the context of learning, reflection is a term used to describe how we use intellectual activities and emotions to explore experiences in order to create new meanings and understanding. Therefore, it involves active engagement of the brain rather than a passive approach to learning (memorising or storing information) and Rogers (1969:152) summarises how crucial it is to engage actively in learning:

“The goal of education, if we are to survive, is the facilitation of change and learning. The only person who is educated is the person who has learned how to learn; the person who has learned how to adapt and change; the person who has realised that no knowledge is

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secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than on static knowledge, is the only thing that makes any sense as a goal for education in the modern world."

Does everyone reflect in the same way?

We have considered the role of reflection and how it contributes to learning and identified that reflection is key to becoming an active learner but not everyone finds reflection easy, nor do we all reflect in the same way.

Those who merely describe an experience rather than analyse or draw inferences from it might be termed '**Non Reflectors**' (Wong et al 1995). The following commentary, although fictitious, is typical of a non-reflector:

"I attended lectures and found they were useful. They were well presented and I followed them and understood the material. I had no problems putting the material into practice back at work"

'**Reflectors**' (ibid) can identify the relationships between their prior and current experiences, knowledge and feelings. Knowledge might therefore be modified in new situations and there will be evidence of insight.

"I finally admitted to myself and to some of my fellow students that I had a problem understanding some of the material. This was a real breakthrough. I suddenly found that people in the group suggested how I could overcome my problem and although I had to put in extra hours it was worth it. I had been using my brain like a robot, suddenly I found I could apply my knowledge in new situations."

'**Critical Reflectors**' have a wide perspective and are able to consider and pursue several alternative views. Drawing on a range of resources, including past experience and knowledge they are able to change their views and tend to take a questioning and critical approach to their reflection.

The following extract from a student's reflective diary (unpublished) displays the characteristics of a Critical Reflector:

"When I first started reflecting I believed only minor alterations were needed to my learning methods. However, reflective learning has highlighted many possible weaknesses. Having been conditioned over many years of schooling in learning how to memorise to pass exams, particularly in science subjects where the answer is right or wrong, I found myself in the uncomfortable situation of learning the art of learning at University. It is not easy to discard the bad habits and offload the unhelpful baggage, which creates barriers to effective learning. I believe that my learning technique controlled and constrained my level of understanding"

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Tools to help you with the Process of Reflection

Now you are more familiar with what reflective activity is and how we might move from description through to critical reflection we would like to introduce some models and ideas to assist you with the reflective process. As a starting point you could:

- Practise writing about the same event or experience but do this not only from your own personal view point, also try to consider a range of other people's perspectives.
- You might even ponder on whether the incident or experience will still be in or on other people's mind
- Remember to become a deeper and more critical reflector by going through a process of self-questioning. You might want to gather the views of others who were involved.
- Acknowledge the impact of past experience on behaviour and reactions to the event.
- Consider the notion that perceptions of an event can change according to emotions at the time, acquisition of new information/ideas, and the effect of time passing
- Prioritise and reflect on the learning points from an incident and what and how you would do something differently another time.
- The work undertaken by Brookfield (1995) will also provide you with further insights.

As you become used to reflecting on your work retrospectively, it will become easier to reflect in and for practice, i.e. communicate and work in a more thoughtful and purposeful way.

The I.T.E.A.L. Model

Here is a model that might help you to engage with the process of reflection.

The three key aspects underpinning the I.T.E.A.L. Model are thoughts (internal processes and beliefs), emotions (internal states and values), and actions (external behaviours and words) and these can be linked with the concept Head, Heart and Gut.

The Head

When you make decisions with the head, you're using logic, rationality, and historical patterns as your framework.

The Heart

When you make decisions with the heart, you're using emotion, feeling, empathy, and desire as your framework.

The Gut

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When you make decisions with the gut, you're using an internal, certain, unexplainable "knowing" at the core of who you are as your framework.

As an individual you can probably identify with one of the above more closely than the others.

The I.T.E.A.L. Model takes us through a process of reflection where we consider our own and others **T**houghts, **E**motions and **A**ctions in relation to an **I**ncident and then think about our **L**earning. Applied this looks like:-

1. **Incident:** What was the incident?
2. **Thoughts:** What were your thoughts and what might other's thoughts be?
3. **Emotions:** What were your emotions and what were the emotions of others?
4. **Actions:** What were your actions and the actions of others?
5. **Learning:** What can you learn from the incident? How might you

Action Planning

As demonstrated in Kolb's Learning Cycle, once you have reviewed and reflected on your experience you will wish to capture this learning. Identifying what went well or what went wrong and why is only valuable if you use this information to inform future practice.

This leads us into thinking about Action Planning. We have prepared an Action Plan example and template included in this guide (Appendix 2). The template comprises two parts:

- Building on your strengths
- Improving your performance

See the completed example for an illustration, completing these Action Plans will help you keep on track with developing your skills.

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Planning your assessment

Assessments may take various formats:

- Written answers demonstrating knowledge
- Evidence from the work place
- Evidence from simulated work (i.e. course assignments or projects, including presentations)

To help you prepare and write your assessment please have a read through the guidance.

Planning your answer

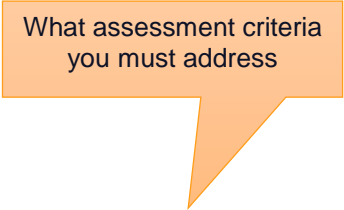
When answering a task, make sure you read the question carefully and decide what it is asking you to do. The task will contain a “**command word**” which will help you to identify what kind of answer is required.

Examples can include:

Describe	set out characteristics
Explain	set out purposes or reasons

A full list of the command words can be found in your learner guide.

You will also notice that at the top, under the task title, it will say what **assessment criteria** need to be addressed for this task. Make sure you have familiarised yourself with the assessment criteria, which you can access from the blue list to the left of the page.



What assessment criteria
you must address

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The screenshot shows the BIFM Qualifications assessment interface. On the left is a sidebar with a red 'ESSENTIAL LEARNING' section containing links for Overview, Reading: Part 1, Activity 1, Reading: Part 2, Activity 2, Update action plan, and Assessment. Below this is an 'ADDITIONAL RESOURCES' section with links for How the units work, Assessment Criteria, View action plan, Assessment comments, Return to unit list, and Log Out. The main content area is titled 'Task one - Understanding the nature of facilities management' and includes a breadcrumb trail 'Essential learning > Assessment > Assessment 1 (of 5)' and the user name 'Nicole Luque'. A note states: '(This task assesses Learning Outcome 1 of Unit FM3.01. Your answer must fully address all of the Assessment Criteria 1.1 to 1.3.)'. A warning icon and text box instructs: 'You can type (or paste) your answer into the edit box below. When working online, click **Save** frequently to save any time. Alternatively you can upload a file containing your answer. Click **Submit for marking** on the next page.' The task question is: 'a. Describe the core business activities of an organisation to which you provide facilities services (either as an in-house service provider or as an outsourced one). Explain the relationship between facilities management and the core business activities described.' Below this is a list of assessment criteria: (i) Meet user requirements, (ii) Reduce operating costs, (iii) Maintain efficiency of critical business processes, (iv) Ensure compliance, and (v) Support business objectives. Three orange callout boxes are present: one pointing to the 'Command words' in the question, one pointing to the 'Assessment Criteria' link in the sidebar, and one pointing to the 'Click here to access the assessment criteria' text in the callout box.

BIFM® Qualifications

Essential learning > Assessment > Assessment 1 (of 5) Nicole Luque

Task one - Understanding the nature of facilities management

(This task assesses Learning Outcome 1 of Unit FM3.01. Your answer must fully address all of the Assessment Criteria 1.1 to 1.3.)

You can type (or paste) your answer into the edit box below. When working online, click **Save** frequently to save any time. Alternatively you can upload a file containing your answer. Click **Submit for marking** on the next page.

Command words

a. Describe the core business activities of an organisation to which you provide facilities services (either as an in-house service provider or as an outsourced one). Explain the relationship between facilities management and the core business activities described.

Click here to access the assessment criteria

ESSENTIAL LEARNING

- Overview
- Reading: Part 1
- Activity 1
- Reading: Part 2
- Activity 2
- Update action plan
- Assessment

ADDITIONAL RESOURCES

- How the units work
- Assessment Criteria
- View action plan
- Assessment comments
- Return to unit list
- Log Out

(i) Meet user requirements
(ii) Reduce operating costs
(iii) Maintain efficiency of critical business processes
(iv) Ensure compliance
(v) Support business objectives

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When you open the assessment criteria you will notice there is also additional guidance in red. This will explain the assessment criteria further and help you understand how it can be interpreted.

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 understand the nature of facilities management	<p>1.1 define facilities management <i>(Using a definition provided by a relevant professional body, e.g. IWFM. Indicate the source of the definition)</i></p> <p>1.2 distinguish between:</p> <ul style="list-style-type: none"> • facilities management • other support services • core business activities <i>(No further guidance)</i> <p>1.3 explain the role of facilities management in:</p> <ul style="list-style-type: none"> • meeting end-user requirements • reducing costs • maintaining business continuity • ensuring legal and regulatory compliance • supporting corporate social responsibility <i>(Using example(s) from the learner's own experience or case study to support the explanation)</i>

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Research

The learning materials are all under the “**Reading**” parts of the unit which will help you answer the assessment tasks. However you may need to do further research before you can answer the question (e.g. use a case study or further examples).

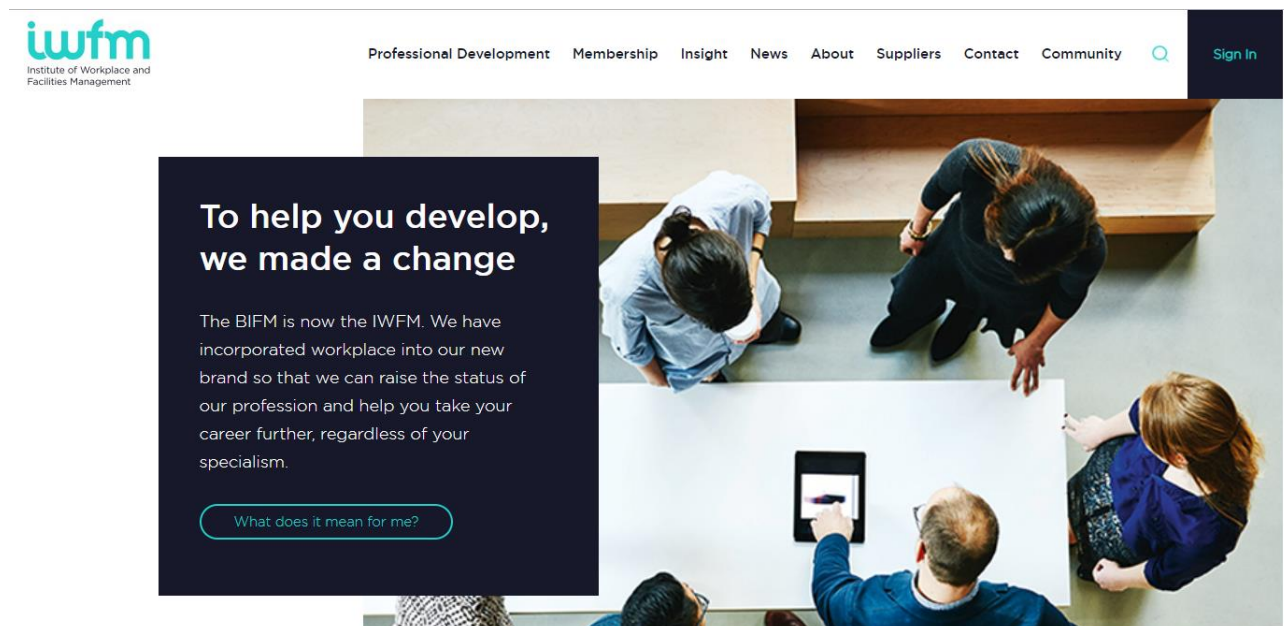
Don’t forget to have a look under the “**additional resources**” for helpful starting points.

Or have a look under the “**News**” and “**Resources**” boxes on the front page for industry stories and updates, networking opportunities at IWFM events and access to resources on the IWFM website.

Good research will use a variety of information sources. This can be from books, journals, online or your own experience.

If you decide to use other sources of information make sure it is only used as examples or to back up a point you are making. **Failure to use your own words may result in your assessment being void.**

Also if you are using any words, diagrams or images that are not your own you will need to **reference** them to their original source.



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Writing your assessment

This guidance has been prepared to assist you for your assessments using written assignments.

Written assignments require you to do the following:

- introduce facts and interpretation;
- present these in a logical, organised way with a concise writing style;
- that demonstrates your ability to think; and
- reflects your own ideas, knowledge, understanding and application.

Assessment criteria and assessment tasks

IWFM Qualifications require that learners achieve all of the assessment criteria (AC) in a unit specification (eg Unit FM4.01). This does not mean necessarily that each AC needs to be assessed individually or separately. They can be, but IWFM's experience as the Awarding Organisation tends to show that learners produce better assignments when the subject matter is treated more holistically. For this reason assessments might combine individual assessment criteria (and in some cases, learning outcomes) into single tasks or activities.

Your answers should be set in the context required by the activity or task. But you must also make sure that your answers do meet the ACs as they are defined in the unit specification. Try to keep your answers as specific to the ACs as possible; in particular avoid including everything you know on a topic just because you can. It is helpful to think in terms of "*must - should - could*" regarding the content to be included to achieve the most appropriate balance. **Additional guidance** has been provided in the unit specifications to assist learners and assessors in this regard; this is shown by the text in red italics. As the term suggests, the additional guidance is there to provide an indicator of the type and level of information required to address the AC satisfactorily. Sometimes the additional guidance will be grouped to cover several ACs. If the words "no additional guidance" have been used, this normally indicates that the AC is sufficiently self-explanatory on its own without the requirement for additional guidance.

Good presentation and layout is important in written assignments. Use headings and sub-headings to assist the assessor. Make it clear to the assessor in the text of the assignment which ACs you are addressing.

Command words

ACs also contain "command" words. Typically at Levels 3 and 4 these are "explain", "describe" and "identify". Occasionally an AC might ask you to "analyse" or "evaluate" the subject matter in hand (this is a greater requirement at Levels 5 to 7). Command words are defined by Ofqual and are included in glossaries in qualification specifications. You must ensure your answer satisfies the command words used in the AC, so for example, an answer that simply lists a number of factors or issues will not be adequate if the AC asks for an explanation or description. Generally speaking

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answers do not need to be exhaustive (i.e. covering every possible factor/issue). It is usually more effective to provide a broad overview of the subject matter (perhaps bullet-pointing the main factors or issues) and then expand on selective factors or issues to describe or explain them in greater detail. If you can relate these to your own experience or organisation, so much the better.

Command words used in IWFM assessments

Below is an extract from Ofqual document: Fair access by design Guidance document No: 040/2010

“Awarding bodies have prepared various glossaries for the command words used in assessments. The definitions below draw on information found in these glossaries. They have been grouped by meaning.

The same command words are often used in a wide range of different subjects. However, any common definitions should be used with caution because subjects have their own traditions and expectations. Use command words consistently and correctly. Avoid words that prompt inadequate, single-word answers. Use different command words to elicit different kinds of responses, not purely for the sake of variety.

Analyse	separate information into components and identify their characteristics
Assess	make an informed judgement
Calculate	work out the value of something
Compare	identify similarities
Complete	finish a task by adding to given information
Define	specify meaning
Describe	set out characteristics
Develop	take forward or build upon given information
Explain	set out purposes or reasons
Identify	name or otherwise characterise
Interpret	translate information into recognisable form. To construe the significance of.

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List	produce a number of relevant items which apply to the assessment criteria. Further description is not required.
Outline	set out main characteristics
Report	an account prepared after investigation and published
Review	survey information
Use	put into action

Reference: (Ofqual Fair access by design Guidance document No: 040/2010)

Examples

The additional guidance in the unit specifications will often ask you to provide examples to support your answer. It is an important aspect of the IWFM qualifications that learners can demonstrate the application of acquired knowledge to the practical workplace. Your own experience and the organisations you have worked in are the best sources of examples because you can describe them confidently and recognise meaningful opportunities for applying newly acquired knowledge. But sometimes this is not possible because you do not have sufficient personal experience in the unit you are studying. In this case you might have to look wider than your own situation; investigate what happens in your present organisation or perhaps carry out some research on the internet. The IWFM website often proves a useful resource in this respect.

As a suggestion, examples should provide some brief context and show the extent to which theory or good practice is (or perhaps is not) demonstrated by the example, together with your comments on its relevance (for example by identifying potential improvements such as client satisfaction, compliance with legislation, better use of resources or more effective management of cost or business risk). Also, try to ensure that examples used are appropriate to the level you are studying at. Avoid using “low-level” examples, e.g. using a basic operational problem or task to illustrate a higher management issue.

Using diagrams, screen prints and appendices

Diagrams are frequently useful in conveying complex ideas. These should be based on your own original work. If you are using someone else’s work or idea (e.g. theoretical business models) it must be referenced. Also, diagrams should not stand in isolation; their relevance to the submission should be explained or described in the text of the assessment. Avoid using diagrams and illustrations just for effect. If an item adds no real value to demonstrating your knowledge and understanding, then don't include it.

This point can be extended to the use of appendices and computer screen prints. If these are essential to demonstrating your knowledge and understanding of the subject matter (and therefore are required to be read by the assessor) they can be included. If they are simply copies of

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company documentation (with no actual input from the learner) used to supplement the assignment, they are unlikely to be of much assessment value.

Word count

Finally, some advice on word count. Where word count guidelines are provided in IWFM assessments they should be treated as limits and **not** as targets. Learners are naturally keen to demonstrate the full extent of their knowledge but IWFM's experience is that quality is not necessarily synonymous with quantity. It is interested in the quality of the learner's assessment rather than the volume of words used. IWFM prefers that learners develop and maintain a style that is concise, focussed but sufficient in meeting the requirements of the unit without unnecessary padding. As mentioned above, it is helpful to think in terms of "*must - should - could*" regarding the content to be included to achieve the most appropriate balance.

Summary

In summary, therefore, an effective answer will demonstrate the following:

- Provide your answer in the context of the task or activity that has been set.
- Make sure your answer addresses all of the relevant assessment criteria. It is fine to combine ACs for this purpose, especially when they address common themes and/or a holistic answer provides a better demonstration of your knowledge and understanding of the subject matter.
- Use the additional guidance in the unit specification to ensure sufficiency of the information you provide. (The additional guidance is there for a reason).
- Ensure your answer complies with the relevant command words (e.g. explain, describe, analyse, evaluate).
- Provide one or more relevant examples to support your answer, especially if the additional guidance indicates this.

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Referencing your assessment

Before you begin an assessment you will be asked to read and sign a plagiarism statement.

As a learner it is your responsibility to ensure that all the work you submit is your own. Any text or image which has been copied **MUST** be accurately referenced to the original source (e.g. Harvard Referencing). Any text which is copied and not referenced is deemed as plagiarism, this may result in your work being voided - see IWFM's Malpractice and Maladministration policy (you can request this from your Centre or IWFM).

Copied text/illustrations/diagrams should only be used as evidence or as an example to strengthen the point you are making. It should not be used to answer the question.

This guide highlights some of the referencing requirements when using different sources. It contains examples of references that can be referred to when writing assessments.

Please note: IWFM runs all assessments through the plagiarism checker "Turnitin". If part of your answer is not referenced to the original source it may be classed as plagiarism.

What is referencing?

Referencing is indicating in assessments that you have used material that has not originated with you. This might include factual information, data, images, opinion, direct quotation, or summarising or paraphrasing the work of other people.

Why reference?

In assessments, it is not acceptable to use the words or creative outputs of others (whether published or unpublished, including material from the internet) without explicit acknowledgement of the author. **To do so is classed as plagiarism and could lead to an investigation by IWFM in accordance to the Malpractice and Maladministration policy.**

Understanding how to use the work of others, to develop your own insights into a subject and spark new ideas is an important skill. When researching for assessments, make sure you take note of the source you are using. In your notes, make sure you identify where you are paraphrasing and where you are recording direct quotations from the source. This will be particularly important if you are taking notes over a longer period and then reviewing them later.

How to reference

Although there are many referencing techniques, the most widely used system is the Harvard style of referencing.

The basic requirements for incorporating references into your work are to supply the family name of the author(s) (or authoring body) and the year of publication in sentences and paragraphs. The first component of the referencing system is inputting this into your text (in-text referencing). The

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second component is the full details of all references used, given in a list at the end of your assessment. Both components have to be included in any submitted piece of work.

Types of referencing

There are several ways of including sources in your work. You can summarise, paraphrase or directly quote the information. You may also wish to secondary reference and/or refer to an author with more than one publication in a single year. Whichever you use, you must let your assessor know by setting out the referencing details in a subtly different way as shown below.

Summarising

If you are summarising the overall argument or position of a book or article then you only need to insert the author's name and year of publication, you do not need to put page numbers in the text or in the reference list.

Paraphrasing

If you are paraphrasing a specific point from your source you should include page numbers in the text, as well as the author's name and year. This makes it easier for your assessor to find the information being referred to.

Short quotation

Short quotations should be put in double quotation marks and included in the body of the text with the page number(s).

In-text example:

... is what some say, however Wiggins (2010, pg. 19) argues that "Often the senior management of the organisation does not understand the full scope and range of these [FM] responsibilities." This view is a valid point because...

Reference example:

Wiggins J. M. (2010) *Facilities Manager's Desk Reference*. Chichester: John Wiley and Sons Ltd

Long quotation

Longer quotations should be indented from the main text as a separate paragraph. Quotation marks are not required but pages numbers should be included.

In-text example:

Following the implementation, the final stage of benchmarking is monitoring, which is an important aspect of facilities management.

Not only is it important to monitor progress against the agreed programme but also to continuously review the relevance of the strategy's proposals in relation to organisational requirements, which can change at short notice. (Packhan and Bernard Willaims Associates, 2013, pg. 19).

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Reference example:

Packham M. and Bernard Williams Associates (2013) *BIFM Good Practice Guide: Benchmarking*. Bishop's Stortford: BIFM.

Secondary referencing

Secondary references are authors that refer to the work or ideas of others in their own work. For example, if author 'A' makes reference to author 'B's work in his book.

In the text you should state: author B (year of B's work, as cited in author A, year, page no.).

In your reference list you should reference the source you have used to get the information from (which is author A's book).

In-text example:

McMahon's experience (1994, as cited in Parahoo. 2006, p. 246) draws attention to the dilemma surrounding the issue of persuasion when attempting to recruit participants.

Reference example:

Parahoo, K. (2006) *Nursing research: principles, process and issues*. 2nd edn. Basingstoke: Palgrave Macmillan.

Author with more than one publication in the same year

If you need to cite two (or more) publications by an author published in the same year, you will need to distinguish between them in the text and in the reference list. You do this by allocating lower case letters in alphabetical order after the publication date

In-text example:

Most false-belief tests use children with a mental age of 3-4 years but all those children with autism tested had a mental age higher than this (Baron-Cohen 1989a). In a further experiment (Baron-Cohen 1989b) children with autism were asked what they thought the brain was for.

Reference example:

Baron-Cohen, S. (1989a) 'The autistic child's theory of mind: A case of specific developmental delay', *Journal of Child Psychology and Psychiatry*, 30, pp. 285-298.

Baron-Cohen, S. (1989b) 'Are autistic children behaviourists? An examination of their mental-physical and appearance-reality distinctions', *Journal of Autism and Developmental Disorders*, 19, pp. 579-600.

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How to reference books

Source used	Example	Reference example	Reference order	
Book with author(s)	Wiggins (2010) talks about employees putting pressure on their employing organisations to be more efficient and sustainable.	Wiggins J. M. (2010) <i>Facilities Manager's Desk Reference</i> . Chichester: John Wiley and Sons Ltd	1	Author(s) (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title (in italics)
			4	Edition (only include the edition number if it is not the first edition)
			5	Place of publication: Publisher
			6	Series and volume number (where relevant)
Book with editor(s)	Many aspects of school management are discussed in Spencer (2007).	Spencer J. (ed.) (2007) <i>School management and finance opportunities and problems</i> . London: Ford Publishers. Financial Education Series, 23	1	Editor(s) followed by (ed.) for one or (eds.) for more than one editor (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title (in italics)
			4	Edition (only include the edition number if it is not the first edition)
			5	Place of publication: Publisher
			6	Series and volume number (where relevant)
e-Book	Customer care in FM involves communication (2010).	Lennox-Martin A. and Newman I. (2010) <i>BIFM Good Practice</i>	1	Author(s) / editor(s) (surname or family name before initials)

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		<i>Guide: Customer Care.</i> [online] Available at: http://www.bifm.org.uk/bifm/knowledge/resources/goodpracticeguides/CustomerCare (accessed: 11 th April 2014)	2	Year of publication of book (in round brackets)
			3	Title (in italics)
			4	Edition (only include the edition number if it is not the first edition)
			5	Name of e-book collection (in italics) if relevant
			6	[Online]
			7	Available at: URL
			8	Accessed: date (in round brackets)
e-Book via an e-reader (e.g. Kindle)	Different studying skills are discussed that can help individuals find their best style of learning.	Cottrell (2013) <i>The Study Skills Handbook (Palgrave Study Skills)</i> Fourth edition. Kindle format [e-book reader]. Available at: http://www.amazon.co.uk/ (Accessed: 10th April 2014)	1	Author(s) / editor(s) (surname or family name before initials)
			2	Year of publication (in round brackets) (use the publication date of the version being used)
			3	Title (in italics)
			4	Edition (only include the edition number if it is not the first edition)
			5	E book format (Kindle format, ePub format, Adobe eBook format etc.)
			6	[e-book reader]

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			7	Available at: URL
			8	Accessed: date (in round brackets)
Chapter/section of book in an edited book	Cohen (2009, p.194) describes the subculture of the delinquent gang as short-run hedonism.	Cohen, A.K. (2009) 'Delinquent boys: the culture of the gang', in Newburn, T. (ed.) <i>Key readings in criminology</i> . Cullompton: Willan Publishing, pp. 194-198	1	Author(s)/editor(s) of the chapter/section (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of chapter/section (in single quotation marks)
			4	in author(s)/editor(s) of book
			5	Title (in italics)
			6	Edition (only include the edition number if it is not the first edition)
			7	Place of publication: Publisher
			8	Page reference of chapter or section

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How to reference the internet

Source used	Example	Reference example	Reference order	
Webpage	Additional guidance is now given to pupils in schools (Hancock, DfE, BIS, 2014).	Hancock M, Department for Education and Department for Business, Innovation and Skills (2014) <i>Statement from Minister of State for Skills and Enterprise about the revised statutory guidance which will be effective from September 2014</i> . Available at: https://www.gov.uk/government/speeches/careers-guidance (Accessed: 10th April 2014)	1	Author (surname or family name before initials) and/or organisation – if site has no author ignore step
			2	Year that the site was published/last updated (in round brackets) – if site has no publish date state (no date) in reference
			3	Title of Internet site (in italics)
			4	Available at: URL
			5	Accessed: date (in round brackets)
Blogs	Read (2014) talks about the future of technology playing a role in FM.	Read M. (2014) 'Applying FM' <i>Facilities Blog</i> . 10 th April 2014. Available at: http://www.fm-world.co.uk/comment/blog/applying-fm/ (accessed 10 th April 2014)	1	Author of message (surname or family name before initials)
			2	Year that the site was published/last updated (in round brackets)
			3	Title of message (in single quotation marks)
			4	Title of internet site (in italics)
			5	Day/month of posted message
			6	Available at: URL

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			7	Accessed: date (in round brackets)
Social networking sites	The professional body (BIFM, 2014) update the FM industry regularly on important topics.	BIFM (2014) 'The British Institute of Facilities Management' <i>Twitter</i> , 1 st April 2014. Available at: https://twitter.com/BIFM_UK/status/451015463917854721 (accessed: 10 th April 2014)	1	Author (surname or family name before initials)
			2	Year that the site was published/last updated (in round brackets)
			3	Title of page (in single quotation marks)
			4	Title of internet site (in italics)
			5	Day/month of posted message
			6	Available at: URL
			7	Accessed: date (in round brackets)
Wikis (although please try to avoid using this as a reference)	Fans that support the show have created an in-depth description of the character ('Game of Thrones Wiki Tyrion Lannister' 2010).	'Game of Thrones Wiki Tyrion Lannister' (2010) <i>Game of Thrones Wiki</i> . Available at: http://gameofthrones.wikia.com/wiki/Tyrion_Lannister (accessed 11 th April 2014)	1	Title of article (in single quotation marks)
			2	Year that the site was published/last updated (in round brackets)
			3	Title of internet site (in italics)
			4	Available at: URL
			5	Accessed: date (in round brackets)

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How to reference journals

Source used	Example	Reference example	Reference order	
Journal (printed)	“coworking could be a source of inspiration to create vibrant, user-friendly workplaces” Meel and Brinkø (2014 pg. 17).	Meel J. and Brinkø R. (2014) ‘Working Apart Together’ <i>FM World</i> 11(3) pg.17	1	Author(s) (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of article (in single quotation marks)
			4	Title of journal (in italics)
			5	Issue information i.e. volume (un-bracketed) and where applicable, part number, month or season (all in round brackets)
			6	Page number(s)
e-Journal	Knowledge management could improve awareness and development in construction, Graham and Thomas (2008).	Graham B. and Thomas K. (2008) ‘Building Knowledge – Developing a Grounded Theory of Knowledge Management for Construction’ <i>EJBRM</i> . 6 (2) pg.120 [online] Available at: file:///C:/Users/Downloads/ejbrm-volume6-issue2-article193%20(1).pdf (accessed: 11 th April 2014)	1	Author(s) (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of article (in single quotation marks)
			4	Title of journal (in italics)
			5	Volume (un-bracketed), issue or month/season (in round brackets) and page numbers if known

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			6	[Online]
			7	Available at: URL
			8	Accessed: date (in round brackets)

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How to reference newspapers

Source used	Example	Reference example	Reference order	
Newspaper (printed)	Read (2014) comments on how a large proportion of the population does not have adequate savings.	Read. S (2014) 'Daily Money' <i>i The essential daily briefing</i> 6 th March 2014 pg. 43	1	Author (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of article (in single quotation marks)
			4	Title of newspaper (in italics)
			5	Edition if required (in round brackets)
			6	Day and month
			7	Page number(s)
Newspaper (online)	Facilities management apprenticeships has attracted investment. Andalo (2012).	Andalo D. (2012) 'How to Get Ahead in... Facilities Management' <i>The Guardian</i> Wednesday 11 th April [online] Available at: http://www.theguardian.com/local-government-network/2012/apr/11/how-get-ahead-facilities-management (accessed: 11 th April 2014)	1	Author (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of article (in single quotation marks)
			4	Title of newspaper (in italics)
			5	Day and month

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			6	[Online]
			7	Available at: URL
			8	Accessed: date (in round brackets)
Newspaper interview	Huffington (2014) is a good example of a self-motivated and goal-driven person that has overcome many problems, and risen up from nothing.	Huffington A. (2014) 'Arianna Huffington interview – 'I Find Stories Everywhere'' Interviewed by Cadwalladr C. <i>The Guardian</i> Sunday 30 th March 2014 [online] Available at: http://www.theguardian.com/media/2014/mar/30/arianna-huffington-interview-find-stories-everywhere-huffington-post-news (accessed: 11 th April 2014)	1	Name of person interviewed (surname or family name before initials)
			2	Year of interview (in round brackets)
			3	Title of interview (if any) (in single quotation marks)
			4	Interview with/Interviewed by
			5	Interviewer's name (surname or family name before initials)
			6	Title of Newspaper/broadcast (in italics)
			7	Day and month of interview
			8	Page reference (if printed)
			9	[Online] (if online)
			10	Available at: URL
			11	Accessed: date (in round brackets)

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How to reference visual sources

Source used	Example	Reference example	Reference order	
illustrations, diagrams and tables from a book	Wiggins (2010) diagram demonstrates the factors involved in FM services.	Wiggins J. M. (2010) <i>Facilities Manager's Desk Reference</i> . Chichester: John Wiley and Sons Ltd pg. 20, Figure 3.1	1	Author (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of book (in italics)
			4	Place of publication: Publisher
			5	Page number(s) of illustration
			6	Illus./fig./table
illustrations, diagrams and tables from the internet	There are a lot of aspects to what an facilities manager does as shown in the mind map, Pickard (2014).	Pickard M. (2014) <i>What FMs do</i> [online] Available at: http://www.biggerplate.com/mindmaps/HrT0FCcX/what-fm-39-s-do-feb-14 (accessed: 11th April 2014)	1	Author/creator/photographer (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of image/diagram/table (in italics)
			4	[Online]
			5	Available at: URL
			6	Accessed: date (in round brackets)

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illustrations, diagrams and tables from online collections (e.g. Flickr)	An example of the financial system is shown in the diagram, Drawpack (2011).	Drawpack (2011) <i>The Financial System. Flickr</i> [online] Available at: https://www.flickr.com/photos/drawpack/5493417931/in/set-72157626186303420 (accessed: 11 th April 2014)	1	Author/creator/photographer (surname or family name before initials)
			2	Year of publication (in round brackets)
			3	Title of image/diagram/table (in italics)
			4	Title of online collection (in italics)
			5	[Online]
			6	Available at: URL
			7	Accessed: date (in round brackets)

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How to reference speakers (seminars, lectures, conferences, webinars and podcasts)

Source used	Example	Reference example	Reference order	
Seminars and lectures	Tancred (2014) discusses the main FM trends and how BIFM can help FM professionals support these trends.	Tancred G. (2014) <i>BIFM North Region – KLE2 Career Development</i> . [BIFM Event seminar] 13 th March	1	Speaker(s)/presenter(s) (surname or family name before initials)
			2	Year of the seminar/lecture (in round brackets)
			3	Title of seminar/lecture (in italics)
			4	[medium] (e.g. public lecture to BIFM learners, online seminar)
			5	Day/month of seminar/lecture
			6	Available at: URL (where relevant)
			7	Accessed: date (in round brackets) (where relevant)
Conferences	Kane (2014) discusses the need to change our view on FM support “The focus must now shift to delivering outcomes and providing business benefits rather than generating outputs”.	Kane C. (2014) <i>ThinkFM: A New Direction for FM: Raising the Game to Support the Workplace of the Future</i> . Kings Place, London 13 th May	1	Speaker(s)/author(s) (surname or family name before initials)
			2	Year (in round brackets)
			3	Title of conference: subtitle (in italics)
			4	Location and date of conference
			5	Place of publication: Publisher (where relevant)

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			6	[Online] (where relevant)
			7	Available at: URL (where relevant)
			8	(Accessed: date) (where relevant)
Webinars and podcasts	Apprenticeship funding has undergone a reform by the government, Linford, Hancock and Segal (2013).	Linford N. Hancock M. and Segal S. (2013) <i>Ministerial Webinar: Apprenticeship Funding Reform</i> . [webinar PowerPoint presentation] 26 th September Available at: http://feweeek.co.uk/wp-content/uploads/2013/09/ministerial-webinar-26-09-13.pdf (accessed: 16 th April 2014)	1	Speaker(s)/presenter(s) (surname or family name before initials)
			2	Year that the webinar/podcast was posted (in round brackets)
			3	Title of webinar/podcast (in italics)
			4	[Webinar/Podcast]
			5	Day/month of posted webinar/podcast
			6	Available at: URL
			7	Accessed: date (in round brackets)

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Further reading

We think that it would help you to familiarise yourself with some of the literature around reflective practice. The following are a reasonable place to start.

Bolton, G., (2010) *Reflective Practice: Writing and Professional Development*. Sage

Boud, D., Keogh, R., and Walker, D., (ed) (1985) *Reflection: turning experience into learning* Kogan Page

Brookfield, S. (1995) *Becoming a critically reflective teacher*. Jossey-Bass: San Francisco

Gibbs, G. ,(1988) *Learning by Doing: a guide to teaching and learning methods*. London Further Educational Unit

Kolb, D.A.,(1984) *Experiential learning: experience as the source of learning and development*. Prentice-Hall.

Moon, J., (2000) *Reflection in Learning and Professional Development: Theory and Practice*, Routledge

Porter, T. (2003) *Reflect? Who? Me?* Student Learning Advisory Service, De Montfort University.

Schon, D., (1995) *The Reflective Practitioner: how professionals think in action*, Ashgate

<https://www.boundless.com>

<http://www.mindtools.com/mnemlsty.html>

http://pdp.northampton.ac.uk/PG_Files/pg_reflect2a.htm

<http://www.qmu.ac.uk/futurefocus/SSAAwriting.htm>

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Appendix 1

Prompts and Questions for reflecting on an incident or experience

What were the key or most important aspects of the experience? e.g. Working with new people, being in a work/academic environment.

Reflecting on the experience:

- What went well –in particular, what did you do well?
- What aspects were you least comfortable with?
- What does the experience suggest to you about your strengths/weaknesses and opportunities for development?
- What happened that most surprised you? (this might be your own or others behaviour or your ability to grasp a certain concept)
- What did you learn from the experience about how you react?
- What was the most fulfilling part of the experience?
- What was the least fulfilling?
- What does that suggest to you?
- What happened that contradicted your prior beliefs?
- What happened that confirmed your prior beliefs?
- What kind of learning style does this experience relate to?
- What have you found out about how you learn?
- What patterns can you recognise in your experience?
- How do you feel about the experience now compared with how you felt about it at the time? (you might wish to use this question at several points in time)
- What would you do differently next time?

Action points:

- What else do you need to do to complete this learning experience?
- What actions do your reflections lead you to? (e.g.to improve future learning)
- How are you going to record the actions you might need to take?

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Appendix 2

Action Planning:

Setting goals and targets can help you with the cycle of learning. You will need to monitor your progress from the outset of your learning. As your learning continues, you may decide on new goals/priorities, and you'll need to decide what to do about existing Action Plans. Are they still valid? Do you need to continue with them? Your progress notes may help you decide. The tables below contain useful examples.

Building on your strengths

What could you do you need to do to make best use of the strengths you've identified? How?

Target	Priority					By when	What specific actions are needed?	Progress notes How are you getting on? Are any changes needed?	Decision Done / Continue?
	L o w		m e d		h i g h				
<i>e.g. develop confidence in searching for learning resources</i>			X			<i>When preparing for next assessment task (1 month)</i>	<i>Allocate some time to undertake searches using the resources provided by BIFM and during the webinar.</i>	<i>Had a go but didn't find much useful information. Think about search terms next time</i>	<i>Keep on improving - it's getting easier to find relevant information.</i>

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Improving your performance

What do you need to improve in order to perform well in your qualification? You should already have identified some areas in your skills summaries and reflections on your experiences of work and study.

Target	Priority					By when	What specific actions are needed?	Progress notes How are you getting on? Are any changes needed?	Decision Done / Continue?
	L o w		m e d		h i g h				
<i>e.g. Understand how to reference</i>			X			<i>Next assessment task</i>	<i>Look at webinar slides and look for other resources on referencing.</i>	<i>Have practiced writing all information required at note taking stage ready to build up my bibliography</i>	<i>Need more work.</i>
<i>e.g. Improve layout of my work</i>	X					<i>For next assessment task.</i>	<i>Look at examples of good layout.</i>	<i>Got good feedback on layout of last work. Looked at lots of examples - it helped.</i>	<i>Good!</i>

Contact us

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