



AI2117 Facility Management 7.5 credits

Facility Management

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for AI2117 valid from Autumn 2017

Grading scale

A, B, C, D, E, FX, F

Education cycle

Second cycle

Main field of study

The Built Environment

Specific prerequisites

Eligibility for the Master's programme in Real Estate and Construction Management.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

- The course will instill an understanding of the principles and practice of facility management, and show how it should be performed to support the core business of facility owners. This course will be delivered by a mix of distance learning, attendance at lectures and by assessed written assignments.
- Learning outcomes
 - Understand the scope and impact of facility management on the core business activities of organisations.
 - Differentiate between core and non-core business activities and services in the context of facility management.
 - Appreciate the role of the informed client and the nature of risks faced by the client (facility owner) organisation as well as the need to provide best value (for money).
 - Explain the importance of a strategy for facility management and the key stages in arriving at the decision to outsource or retain services in-house.
 - Understand the role of stakeholders and be able to assess their potential impact upon facility management strategy, policy and operations.
 - Outline a plan for stakeholder engagement and communication.
 - Describe the basis of outsourced facility management in terms of the main characteristics of service provision and the options for providing them.
 - Appreciate the management implications of both outsourced and in-house service provision for client organisations, tenants (customers) and other end-users.
 - Recognise the critical success factors in facility management and the role of key performance indicators.
 - Differentiate between service specifications and service level agreements and explain their role.
 - Outline the process for procuring services and supplies and the means for ensuring the selection of suitably qualified service providers and suppliers.
 - Understand the main types of contractual relationship between clients and service providers and suppliers.
 - Outline the procedure for managing contracts and measuring the performance of contractors.
 - Explain how change can be planned and executed without loss of business continuity.

Course contents

- - Fundamentals of facility management (roles, responsibilities, informed client, end-users, best value, risks and strategy) as the introduction to the subject and the course.
- People and organisations (stakeholder impact analysis, engagement and communication).
- Processes (outsourced and in-house service options).
- Performance (provision and financial administration of services and supplies, and performance measurement).
- Change and innovation (benchmarking, managed change and novel applications).

Disposition

The course consists of written assignments, lectures, a webinar and groupwork activities. Guest lectures will be added. All sessions are mandatory.

Course literature

Atkin, B.L. and Brooks, A. "Total Facility Management", Fourth edition, Oxford: Wiley-Blackwell, 2015.

.

Examination

- PRO1 - Assignment, 7.5 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

The assessment for the course will combine evidence of the use of learning materials, participation in classroom activities, a webinar, an online test (multiple choice question and answers) and three written assignments.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.