**FBPTA Core Competency Area**

Based on technical review of learning objectives and skills, does this resource map to the performance criteria?

**Initial Review:**
- Are all submission requirements included?
- Are descriptions clear and logical?
- Are all materials referenced included with the submission?

**Technical Review:**
- Learning Objectives Reviewed
- Skills Reviewed
- Are there any clarifications requested? If clarification requested, note here:

**Technical Review:**
- Other Materials Reviewed
- Learning Methods, lecture, group work, quizzes, practice exam, 3rd Party proctored final exam.

**Length of training (in hours):**
- 24 Hours

**URL link to information about the training course, content, and/or syllabus:**

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**Type of training course:**
- Property and Facilities Management

**Does this course provide CEUs (Continuing Education Units) and if so, how many and for what occupation or field?**
- Yes, 24 CE hours towards LEED Credential Maintenance Program, plus 2 ACE semester hours.

**Learning objective(s) associated with this training course:**
- Demonstrate an understanding of electricity basics, Measure and monitor motors and starters, Recognize, set up, and maintain reliable and effective maintenance and safety systems.

**Delivery method and learning methods (delivery methods may include online instruction, classroom instruction, or other means, and learning methods can include lecture, group work, essay work, quizzes, or other learning activities):**
- Instructor-Led Online, Self-Study, Low Clearance/Accelerated Review, Learning Methods, lecture, group work, quizzes, practice exam, 3rd Party proctored final exam.

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**Alignment of Competency with Functional Roles**

- Often Aligned with Facility Management roles (24/43 Core Competencies)
- Often Aligned with Building Operations Professional roles (50/43 Core Competencies)
- Often Aligned with Energy Management Role (10/43 Core Competencies)
- Often Aligned with more than one role (50/43 Core Competencies)

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**FORM FOR SCORING OF TRAINING RESOURCES TO FULFILL FEDERAL BUILDING PERSONNEL TRAINING ACT (FBPTA) CORE COMPETENCIES**

The FBPTA requires Federal building personnel to demonstrate compliance with a set of Core Competencies. The General Services Administration (GSA) accepts submissions for courses, certificates, certifications, accreditations, registration, licenses, and other qualifications that demonstrate alignment with the FBPTA Core Competencies. GSA will post resources that sufficiently map to FBPTA Core Competencies requirements on the FMI webpage (www.fmi.gov) and may incorporate them into the Core Competencies Web Tool. The Web Tool allows Federal building personnel to immediately claim credit for competencies met by completing approved training. FMI and the Core Competency Web Tool help Federal employees identify appropriate training, and allow Federal agencies to share information on training sources. To qualify for consideration, submitters complete this form listing how a specific training resource, certification, accreditation, license, or other resource aligns with FBPTA core competencies through AskFMI@gsa.gov.

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**Training provider:** BOMI International

**Provider address information (primary physical location, including address, city, state, zip code):**
- One Park Place Suite 475, Annapolis, MD 21401

**Provider’s primary point of contact for this learning resource (name, primary physical location (if different from provider address information), phone, and email):**
- Ron Bishop, (410) 974-1410 x1259, rbishop@bomi.org

**Title of this training resource:**
- Electrical Systems and Illumination

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**1. Please complete the following for each training course submitted for consideration:**

<table>
<thead>
<tr>
<th>FBPTA Core Competency Area</th>
<th>FBPTA Core Competency</th>
<th>Required FBPTA performance criteria</th>
<th>Does this resource map to the performance criteria?</th>
<th>Is there an assessment requirement included?</th>
<th>Did the submission descriptions line up and request?</th>
<th>Did the submission include all materials referenced with the submission?</th>
<th>Technical Review: Other Resources Reviewed</th>
<th>Does the submission meet any technical review or other requirements requested?</th>
<th>Is the resource improvement made based on the technical review feedback?</th>
<th>Did the resource include any materials required?</th>
<th>Is the resource considered free or materials licensed?</th>
<th>Does this resource include an investment in the learning provided in the submitted?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Management of Energy &amp; Materials</td>
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<td>Demonstrate an understanding of electricity basics, Measure and monitor motors and starters, Recognize, set up, and maintain reliable and effective maintenance and safety systems.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>
It is clear that the course provides learners with the opportunity to gain knowledge of codes and electrical networking, control boards, electrical fixtures, and electrical relays. Please describe how the course provides learners with the opportunity to gain knowledge of codes and electrical networking, control boards, electrical fixtures, and electrical relays. If so, please provide more information of course material.

The course does not include information about roofing, window, HVAC, telecommunication, fire protection, BAS, IT, interior design, landscape architecture, or plumbing systems. Please clarify if the course includes information about occupant needs and requirements or other factors.

Regarding course delivery, simulations are at the discretion of the instructor and the client. Please describe how the course provides general knowledge of utility meters. However, it is not clear if the course provides learners with the opportunity to gain knowledge of motor replacement. It is not clear if the course provides learners with the opportunity to gain the ability to change electrical fuses, control boards, interior design, and electrical relays. If so, please provide more information of course material.

The course does not include information about roofing, window, HVAC, telecommunication, fire protection, BAS, IT, interior design, landscape architecture or plumbing systems. However, it does not appear that the course covers electrical and lighting systems. It is not clear that the course provides learners with the opportunity to gain knowledge of motor replacement. Please describe how the course provides learners with the opportunity to gain knowledge of motor replacement.

Is simulation used to demonstrate ability? If so, please provide more information of course material. Partial. This course received credit because the course provides general knowledge of utility meters. However, it is not clear if the course provides learners with the opportunity to gain knowledge of motor replacement. The learning methods listed in the course material do not state that simulations and other resources are used. It is not clear if the course provides learners with the opportunity to gain knowledge of motor replacement.

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The course does not include information about roofing, window, HVAC, telecommunication, fire protection, BAS, IT, interior design, landscape architecture or plumbing systems. Please clarify if the course includes information about occupant needs and requirements or other factors.

Is simulation used to demonstrate ability? If so, please provide more information of course material. Partial. Based on the scope of this course, partial credit is awarded for demonstration of knowledge of motor replacement. The course does not include information about roofing, window, HVAC, telecommunication, fire protection, BAS, IT, interior design, landscape architecture or plumbing systems. However, it does not appear that the course covers electrical and lighting systems. It is not clear that the course provides learners with the opportunity to gain knowledge of motor replacement. Please describe how the course provides learners with the opportunity to gain knowledge of motor replacement.

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