

Level 3 Certificate and Diploma in Housing (6207-03-04)

Qualification handbook for centres

500/6690/0
500/6691/2

www.cityandguilds.com
September 2012
Version 2.0



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Version and date	Change detail	Section
V2.0 September 2012	Added Rules of Combination when taking the Level 3 Certificate in Housing qualification as part of the Apprenticeship.	Section 1.1 Qualification structure
	Added Diploma details	Introduction to the qualification
	Added Unit 307 (as part of the Diploma)	Unit

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification titles and levels	City & Guilds qualification numbers	Ofqual accreditation numbers	Last registration date	Last certification date
Level 3 Certificate in Housing	6207-03	500/6690/0	31/07/2013	31/07/2016
Level 3 Diploma in Housing	6207-04	500/6691/2	31/07/2013	31/07/2016

These Level 3 Housing qualifications are designed for learners working in the housing sector. They address the particular requirements of the housing sector for respecting the rights and diversity of people and learners develop a good knowledge and understanding of housing initiatives and relevant housing legislation. The qualifications are also about ensuring that effective communication is used throughout.

The qualifications cover areas which allow the learner to explore how to work with colleagues and customers in a way that promotes equality and diversity whilst developing and maintaining ethical, safe and sustainable working practices; set personal work objectives for their professional development and formulate a plan to deal with gaps in knowledge, understanding and skills, which takes account of an organisations vision and objectives; work with customers and colleagues (internal and external) to apply organisational policies and procedures relating to customer services.

The Certificate and Diploma in Housing qualifications are on the Qualification Credit Framework. The Level 3 Certificate in Housing qualification forms part of the Advanced Apprenticeship in Housing. Please see page 7 of this Handbook for changes to the rules of combination when taking the Certificate as part of the Apprenticeship.

To support continuing professional development (CPD), learners who have achieved the Certificate in Housing can progress to the Diploma in Housing.

The review of the National Occupational standards (NOS) in Housing was undertaken by Asset Skills.

1.1 Qualification structure

To achieve the **Level 3 Certificate in Housing (6207-03)**, learners must achieve:

- **13 credits** from the mandatory units (301-303), and
- a minimum of **14 credits** from optional units (208 - 209, 222, 304 - 306, 308 – 332).

To achieve the **Level 3 Diploma in Housing (6207-04)**, learners must achieve:

- **13 credits** from the mandatory units (301-303), and
- a minimum of **24 credits** from optional units (208-209, 304 - 327).

Learners undertaking the Level 3 Certificate towards the Level 3 Advanced Apprenticeship in Housing, are required to achieve Unit 222, Employee Rights and Responsibilities (ERR) as an additional mandatory unit. The ERR workbook can be downloaded from the Asset Skills website.

Therefore, when the Level 3 Certificate in Housing qualification is taken as part of the **Level 3 Advanced Apprenticeship in Housing (England)** learners must achieve:

- **15 credits** from the from the mandatory units (222, 301-303), and
- a minimum of **14 credits** from optional units (208 - 209, 304 - 306, 308 – 332).

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
L/601/0480	Unit 208	Assess Housing Need	Optional	4
K/601/0485	Unit 209	Match the Needs of Individuals with available Accommodation	Optional	3
A/502/7524	Unit 222	Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors	Optional / Mandatory as part of the L3 Advanced Apprenticeship in Housing	2
F/600/3199	Unit 301	Promote Safe, Ethical and Sustainable Practice in Housing	Mandatory	5
K/600/3200	Unit 302	Plan Own Professional Development within Housing	Mandatory	3
F/600/3204	Unit 303	Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service	Mandatory	5
J/600/3205	Unit 304	Respond to Customer Requests for Repairs	Optional	2
R/600/3207	Unit 305	Inspect the Condition of Property	Optional	4

Y/600/3208	Unit 306	Organise the Maintenance and Repair of Property	Optional	4
R/600/3210	Unit 307	Allocate Accommodation to meet Customers' Needs	Optional	3
R/600/3210	Unit 308	Set Up and Manage Tenancy, Licence and Leaseholder Agreements	Optional	4
Y/600/3211	Unit 309	Respond to Possible Breaches of Agreements in the Housing Sector	Optional	4
D/600/3212	Unit 310	Sell Property to Customers within a Housing Organisation Setting	Optional	3
M/600/3215	Unit 311	Provide Housing Advice and Guidance to Customers	Optional	3
A/600/3217	Unit 312	Manage Empty Properties	Optional	2
J/600/3219	Unit 313	Provide a Housing Rent Service	Optional	3
A/600/3220	Unit 314	Manage Temporary Accommodation	Optional	3
Y/600/0583	Unit 315	Deal with Customers by Telephone	Optional	7
F/600/3221	Unit 316	Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities	Optional	3
L/600/3223	Unit 317	Arrange and Facilitate Meetings with Housing Customers and Others	Optional	3
R/600/3224	Unit 318	Work with Customers and Groups to Develop the Community	Optional	3
Y/600/3225	Unit 319	Develop and Sustain Partnership Working Arrangements in a Housing Environment	Optional	2

D/600/3226	Unit 320	Develop and Promote Customer Involvement in a Housing Organisation	Optional	3
H/600/3227	Unit 321	Contribute to the Development, Implementation and Review of Support Plans with Individuals within a Housing Environment	Optional	4
K/600/3228	Unit 322	Support Social and Personal Development Needs of Customers within a Housing Environment	Optional	4
M/600/3229	Unit 323	Help Customers to Move and Settle into New Living Environments	Optional	4
D/600/3288	Unit 324	Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment	Optional	6
H/600/3230	Unit 325	Direct Work with Customers Who Use a Housing Service	Optional	4
Y/600/3290	Unit 326	Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations	Optional	4
M/600/3294	Unit 327	Provide Support to Customers to Reduce the Risk of Homelessness	Optional	4
Y/600/9669	Unit 328	Plan and Allocate and Monitor Work of a Team	Optional	5
L/600/9636	Unit 329	Support Team Members in Identifying, Developing, and Implementing new Ideas	Optional	4
M/600/9600	Unit 330	Set Objectives and Provide Support for Team Members	Optional	5
F/600/9679	Unit 331	Address Performance Problems Affecting Team Members	Optional	3
M/600/9676	Unit 332	Support Learning and Development within Own Area of Responsibility	Optional	5

1.2 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Fast track approval form	www.cityandguilds.com
Recording forms	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualification including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 Certificate in Housing (6203-03) may apply for approval for the new Level 3 Certificate in Housing (6207-03) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements

Employers and training providers are increasingly working in partnership or with assessment taking place across several sites. Centres must ensure that all assessment sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas.

- Commitment to centre policies and practices e.g. policy for candidate appeals/complaints and access to fair assessment.
- Responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.
- Responsibilities for establishing and communicating any issues concerning 'fit person' checks as required by the relevant regulator.
- Access to the workplace and protocols for peripatetic assessors.
- Participation in assessment activities including attending standardisation meetings.
- Actions to be taken if partnership agreement not met.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment from member assessment sites/satellites in order to avoid future problems.

Assessor requirements

Assessors delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements.

- Hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor Awards or whatever qualifications are currently identified by the regulator.

- Currently new assessors must achieve unit A1 or A2 within 18 months of beginning assessment activities and have assessment decisions checked and countersigned by a qualified assessor until such time that they are certificated.
- Have verifiable relevant industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates competence. Assessors must have knowledge of all key housing legislation for the area(s) they will be assessing. Assessors experience and knowledge could be verified by a curriculum vitae and references, possession of a relevant NVQ/SVQ and/or corporate membership of a relevant professional institution.
- Have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements.
- Have a sound in-depth knowledge of, and uphold the integrity of the sector's National Occupational Standards and the Assessment Strategy.
- Be prepared to participate in training activities for their continued professional development as identified by the centre.
- Have an appropriate induction to the Housing qualification and National Occupational Standards that they are assessing.

Coordinating assessor requirements

The requirements for occupational competence may mean that in certain cases some candidates will have more than one assessor. Where this is the case a qualified assessor should be identified to take the overall responsibility for the candidate's assessment.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Expert witness requirements

The use of expert witness testimony is encouraged as a contribution to the provision of evidence of candidates' competence. The use of expert witnesses can be invaluable in particular situations eg where observation by the assessor could be disruptive or infringe on privacy. The role of the expert witness is to provide testimony to the competence of candidates' in meeting the National Occupational Standards. This testimony must directly relate to candidate performance in the workplace, which has been seen by the expert witness. The expert witness must be occupationally competent in the area of expertise and have a working knowledge of the National Occupational Standards for the units on which their testimony is based. Centres must ensure the appropriate identification and induction of any individuals they would wish to use as expert witnesses.

Internal verifier requirements

Internal verifiers for this qualification must be able to demonstrate that they meet the following occupational expertise requirements.

- Have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying assessor judgements internal verifiers' experience and knowledge could be verified by, curriculum vitae and references, possession of a relevant NVQ/SVQ and/or corporate membership of a relevant professional institution.
- Have up to date knowledge of the particular activities in the units they are verifying.
- Have a sound in-depth knowledge of, and uphold the integrity of the National Occupational Standards and this Assessment Strategy.
- Participate in Continued Professional Development training activities.
- Have knowledge and understanding of the application of regulatory authorities' codes of practice.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. City and Guilds expects that all staff have the opportunity to participate in two CPD activities per annum.

External quality control

External quality control is provided by the usual City and Guilds external verification process, which includes the use of electronic reporting which is designed to provide an objective risk analysis of individual assessment and verification practice.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully. As this is a competence based qualification candidates will need to be in a work role or placement which will allow them the opportunity to evidence the unit activities at the required level.

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Other legal considerations

Candidates entering the housing workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for a particular area of work are fully met. As the requirements may vary between work areas and countries, a check should be made with the appropriate regulatory and/or government departments, if the employer or placement provider is uncertain of the requirements.

3 Units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

City & Guilds unit number	Unit title	Accreditation unit reference	Credit value
Unit 208	Assess housing need	L/601/0480	4
Unit 209	Match the needs of individuals with available accommodation	K/601/0485	3
Unit 222	Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors	A/502/7524	2
Unit 301	Promote Safe, Ethical and Sustainable Practice in Housing	F/600/3199	5
Unit 302	Plan Own Professional Development within Housing	K/600/3200	3
Unit 303	Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service	F/600/3204	5
Unit 304	Respond to Customer Requests for Repairs	J/600/3205	2

Unit 305	Inspect the Condition of Property	R/600/3207	4
Unit 306	Organise the Maintenance and Repair of Property	Y/600/3208	4
Unit 307	Allocate Accommodation to meet Customers' Needs	R/600/3210	3
Unit 308	Set Up and Manage Tenancy, Licence and Leaseholder Agreements	R/600/3210	4
Unit 309	Respond to Possible Breaches of Agreements in the Housing Sector	Y/600/3211	4
Unit 310	Sell Property to Customers within a Housing Organisation Setting	D/600/3212	3
Unit 311	Provide Housing Advice and Guidance to Customers	M/600/3215	3
Unit 312	Manage Empty Properties	A/600/3217	2
Unit 313	Provide a Housing Rent Service	J/600/3219	3
Unit 314	Manage Temporary Accommodation	A/600/3220	3
Unit 315	Deal with Customers by Telephone	Y/600/0583	7
Unit 316	Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities	F/600/3221	3
Unit 317	Arrange and Facilitate Meetings with Housing Customers and Others	L/600/3223	3
Unit 318	Work with Customers and Groups to Develop the Community	R/600/3224	3
Unit 319	Develop and Sustain Partnership Working Arrangements in a Housing Environment	Y/600/3225	2
Unit 320	Develop and Promote Customer Involvement in a Housing Organisation	D/600/3226	3
Unit 321	Contribute to the Development, Implementation and Review of Support Plans with Individuals within a Housing Environment	H/600/3227	4
Unit 322	Support Social and Personal Development Needs of Customers within a Housing Environment	K/600/3228	4
Unit 323	Help Customers to Move and Settle into New Living Environments	M/600/3229	4
Unit 324	Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and	D/600/3288	6

Discrimination in a Housing Environment

Unit 325	Direct Work with Customers Who Use a Housing Service	H/600/3230	4
Unit 326	Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations	Y/600/3290	4
Unit 327	Provide Support to Customers to Reduce the Risk of Homelessness	M/600/3294	4
Unit 328	Plan and Allocate and Monitor Work of a Team	Y/600/9669	5
Unit 329	Support Team Members in Identifying, Developing, and Implementing new Ideas	L/600/9636	4
Unit 330	Set Objectives and Provide Support for Team Members	M/600/9600	5
Unit 331	Address Performance Problems Affecting Team Members (Level 4)	F/600/9679	3
Unit 332	Support Learning and Development within Own Area of Responsibility (Level 4)	M/600/9676	5

Unit 208

Assess housing need

Level: 3

Credit value: 4

Unit aim

This unit is for those working in the housing sector who establish the housing needs of individuals and agree actions with individuals to meet these housing needs.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the range of the housing services and the types of support provided by the organisation
2. Establish and maintain effective communication with individuals
3. Establish the housing needs of individuals
4. Agree actions with individuals to meet their housing needs

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to 'Assess housing need' H2 08.

Assessment

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 208

Assess housing need

Assessment Criteria

Outcome 1 Know the range of the housing services and the types of support provided by the organisation

The learner can:

1. identify the role of assessment and its contribution to meeting individual needs
2. define what the organisation can provide to prospective users of the service and what it cannot
3. describe the types of housing need individuals bring to the organisation
4. explain the perceptions which individuals have of the organisation and how this affects trust
5. explain how the sources of housing support available in the organisation can be accessed
6. describe alternative sources of support for individuals and how to refer clients to them.

Outcome 2 Establish and maintain effective communication with individuals

The learner can:

1. deal courteously, sensitively and fairly with individuals
2. greet individuals in a friendly, welcoming and non-judgmental manner
3. show respect for individual beliefs, expectations and needs
4. listen, ask questions and check understanding of individual needs
5. establish the customers' reasons for approaching the organisation and their expectations
6. maintain the confidentiality and privacy of individuals
7. assess the likely level of distress or concern that individuals may feel at the time of initial contact.

Outcome 3 Establish the housing needs of individuals

The learner can:

1. gather essential information from individuals in a sensitive and respectful manner
2. describe with sensitivity what the organisation can and cannot provide without alienating individuals
3. differentiate between housing needs and other types of support being sought
4. identify initial and ongoing housing needs
5. review any changes of circumstance with returning individuals and conduct a further assessment of need if appropriate
6. record relevant information and actions using agreed procedures and ensure that colleagues and others are informed.

Outcome 4 Agree actions with individuals to meet their housing needs

The learner can:

1. identify and agree with individuals the appropriate housing support that the organisation can provide
2. explain the next steps in the support process and gain individual agreement
3. refer individuals to other colleagues, services or organisations as required in a respectful and professional manner which minimises a sense of rejection.

Unit 209

Match the needs of individuals with available accommodation

Level: 3

Credit value: 3

Unit aim

This unit is for those working in the housing sector who support individuals to make applications for housing.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to support individuals to make applications for housing
2. Be able to process housing applications

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to 'Match the needs of customers with available accommodation' H2 09.

Assessment

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 209

Match the needs of individuals with available accommodation

Assessment Criteria

Outcome 1 Be able to support individuals to make applications for housing

The learner can:

1. deal courteously, sensitively and fairly with individuals seeking housing
2. take full account of individual preferences and needs
3. explain the ways in which the organisation meets the diverse needs of individuals
4. explain the extent of and limitations on individual choice in the matching process
5. refer individuals with accommodation or other needs, that cannot be met, to the appropriate person or organisation
6. explain the full range of options and choices available to best meet individual housing need
7. give individuals a clear and honest description of the available accommodation
8. check with them their reactions and wishes.

Outcome 2 Be able to process housing applications

The learner can:

1. contact individuals and offer them accommodation in accordance with organisational procedures
2. explain the application process and relevant documentation to customers responding to any queries and concerns
3. check on the availability of properties and their type, size, location and condition
4. follow organisational procedures for processing applications following regulatory requirements
5. assist individuals to complete the application process
6. follow organisational policy on refusals, appeals or complaints and pass on issues to the appropriate person in the organisation.

Unit 222

Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors

Level: 2

Credit value: 2

Unit aim

Successful assessment of the unit proves that the candidate has achieved the national occupational standard to understand employment rights and responsibilities.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know employer and employee rights, responsibilities and own organisational procedures
2. Know factors that affect own organisation and occupation

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 222

Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors

Assessment Criteria

Outcome 1 Know employer and employee rights, responsibilities and own organisational procedures

The learner can:

1. state employer and employee rights and responsibilities under employment law, including Equality Act, Health & Safety and other relevant legislation
2. state importance of having employment rights and responsibilities
3. describe organisational procedures for health & safety, including documentation
4. describe organisational procedures for equality & diversity, including documentation
5. identify sources of information and advice on employment rights and responsibilities.

Outcome 2 Know factors that affect own organisation and occupation

The learner can:

1. describe the role played by own occupation within organisation and industry
2. describe career pathways available to them
3. state types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
4. identify sources of information and advice on own industry, occupation, training and career
5. describe principles, policies and codes of practice used by own organisation and industry
6. describe issues of public concern that affect own organisation and industry.

Unit 301

Promote Safe, Ethical and Sustainable Practice in Housing

Level: 3

Credit value: 5

Unit aim

This unit will allow the learner to explore how to work with colleagues and customers in a way that promotes equality and diversity whilst developing and maintaining ethical, safe and sustainable working practices.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand legal and organisational requirements to ensure equality, respect diversity and use anti-discriminatory practice
2. Understand the rights and responsibilities of individuals and the potential for conflict and conflicts of interest
3. Promote safe and sustainable working practices
4. Understand legal and organisational requirements to ensure confidentiality of records

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to Promote safe, ethical and sustainable practice in your area of responsibility H3 01.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 301

Promote Safe, Ethical and Sustainable Practice in Housing

Assessment Criteria

Outcome 1 Understand legal and organisational requirements to ensure equality, respect diversity and use anti-discriminatory practice

The learner can:

1. identify the legislation, policies and procedures relating to equality, diversity and discrimination
2. explain how these apply to their own job role
3. show interaction with, people at work that demonstrates effective communication and sensitivity to an individual's needs
4. show respect to an individual's values, beliefs, faith and cultural conventions
5. explain how to challenge discrimination.

Outcome 2 Understand the rights and responsibilities of individuals and the potential for conflict and conflicts of interest

The learner can:

1. develop and maintain positive interactions that use the sharing of information and appropriate explanation to support an individual to understand their rights and responsibilities
2. identify potential or actual conflicts and conflicts of interest

Outcome 3 Promote safe and sustainable working practices

The learner can:

1. explain their own legal and organisational responsibilities for promoting health and safety
2. identify hazards and assess risks
3. state what actions to take to minimise, control or eliminate hazards or risks
4. work in a way that minimises environmental damage and ensures the use and disposal of equipment and materials in a safe and sustainable way
5. identify the boundaries of their own competence and access any specialist support that may be required.

Outcome 4 Understand legal and organisational requirements to ensure confidentiality of records

The learner can:

1. identify legislation, organisational policies and procedures relating to the protection of personal data
2. explain how these apply to their own job role.

Unit 302

Plan Own Professional Development within Housing

Level: 3

Credit value: 3

Unit aim

This unit helps housing learners to set personal work objectives for their professional development and formulate a plan to deal with gaps in knowledge, understanding and skills which takes account of an organisations vision and objectives.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand development opportunities and resources within their organisation
2. Understand how to address career and wider personal development
3. Be able to set personal work objectives to address gaps in own knowledge, understanding and skills

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to manage your own resources and professional development H3 02.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 302

Plan Own Professional Development within Housing

Assessment Criteria

Outcome 1 Understand development opportunities and resources within their organisation

The learner can:

1. explain the organisation's policies and procedures in terms of continuing professional development
2. identify literature, information and support which will contribute to continuing professional development.

Outcome 2 Understand how to address career and wider personal development

The learner can:

1. identify career and personal goals
2. explain the term 'reflective practice'
3. demonstrate how to use reflective practice to inform career and personal goals.

Outcome 3 Be able to set personal work objectives to address gaps in own knowledge, understanding and skills

The learner can:

1. agree work objectives with their Line Manager
2. identify any gaps between the current and future requirements of their own job role and current knowledge, understanding and skills
3. review their own development plan.

Unit 303

Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service

Level: 3

Credit value: 5

Unit aim

This unit is about working with customers and colleagues (internal and external) to apply organisational policies and procedures relating to customer services. It is also about ensuring that effective communication is used throughout.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know organisational policies and procedures within the organisation relating to customer service
2. Promote effective communication
3. Understand how to work with others to apply policies and procedures in relation to customer service

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to develop relationships with others to improve customer service in housing H3 03.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 303

Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service

Assessment Criteria

Outcome 1 Know organisational policies and procedures within the organisation relating to customer service

The learner can:

1. identify organisational customer service policies and procedures relating to equality, diversity, discrimination, rights and confidentiality
2. explain how these apply to their own job role.

Outcome 2 Promote effective communication

The learner can:

1. identify different methods of communication
2. select and apply appropriate methods of communication for customers and colleagues
3. identify approaches to working effectively with customers who display 'challenging' behaviour
4. explain how to respond to customers who are in a 'crisis' situation
5. explain how to use communication skills to clarify needs and decisions made by customers and others
6. explain how to record ethically
7. explain in what circumstances would it be necessary to share sensitive information.

Outcome 3 Understand how to work with others to apply policies and procedures in relation to customer service

The learner can:

1. identify the internal teams and external organisations who contribute to their own work role in providing services to the customer
2. Interact with customers and colleagues to agree actions within their own work boundaries
3. work with customers and colleagues to carry out agreed actions
4. review with customers and colleagues the effectiveness of the agreed action
5. identify improvements that can be made to improve customer service.

Level: 3

Credit value: 2

Unit aim

This unit is about the receiving and responding to requests for repair work from customers. It may involve the authorising or commissioning of work directly or referring requests to appropriate colleagues.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's housing stock and possible defects which require repair
2. Know organisational policies and procedures relating to requests
3. Establish and respond to customer requests for repairs

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to respond to customer request for repairs H3 04.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 304

Respond to Customer Requests for Repairs

Assessment Criteria

Outcome 1 Know the organisation's housing stock and possible defects which require repair

The learner can:

1. describe the types of properties which your organisation manages
2. identify using the appropriate terminology, the types of faults which can occur in these properties.

Outcome 2 Know organisational policies and procedures relating to requests

The learner can:

1. describe the types of service agreements with customers
2. identify the organisational policies and procedures relating to repair requests
3. identify repairs which require emergency action.

Outcome 3 Establish and respond to customer requests for repairs

The learner can:

1. clarify requests from customers to determine the exact nature of what is required
2. accurately record the details of customers and their requests
3. state the other parties involved in the maintenance and repair of the organisation's properties and whether there are any associated charges
4. identify requests which are outside the organisation's responsibilities
5. describe how to refer customers to other organisations and individuals
6. arrange inspection visits and repair work according to organisational policies and procedures
7. prioritise urgent repairs.

Unit 305

Inspect the Condition of Property

Level: 3

Credit value: 4

Unit aim

This unit is about inspections made as part of an on-going monitoring programme at the end of occupancy or in response to customer requests for repairs.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know health and safety and organisational procedures relating to inspection
2. Know how to conduct an inspection
3. Inspect properties

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to inspect the condition of property H3 05.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Outcome 1 Know health and safety and organisational procedures relating to inspection

The learner can:

1. explain the purpose of inspections and related procedures
2. identify types of risks which would need to be considered
3. name other organisations that would need to be notified.

Outcome 2 Know how to conduct an inspection

The learner can:

1. describe the use of basic building terms and use of plans
2. identify technical equipment used for inspections
3. describe the types of properties which the organisation manages
4. identify, using the appropriate terminology, the types of faults which can occur in these properties.

Outcome 3 Inspect properties

The learner can:

1. take action to minimise risks to personal safety and security
2. arrange and confirm inspection details with customers and relevant parties
3. collate necessary documentation for inspection
4. conduct inspection
5. write clear inspection reports to ensure problems are rectified
6. state when specialist inspections might be required.

Unit 306

Organise the Maintenance and Repair of Property

Level: 3

Credit value: 4

Unit aim

This unit is about the maintenance and organising repairs to properties and applies to both planned maintenance and contingency work.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know organisational policies and procedures, including health and safety relating to the maintenance and repair of property
2. Organise the maintenance and repairs
3. Check the work

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to organise the maintenance and repair of property H3 06.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 306

Organise the Maintenance and Repair of Property

Assessment Criteria

Outcome 1 Know organisational policies and procedures, including health and safety relating to the maintenance and repair of property

The learner can:

1. identify organisational policies and procedures, including health and safety relating to the organisation of repairs and maintenance
2. explain how these apply to their own job role
3. identify the other parties involved with the maintenance and repair of properties and state their responsibilities
4. identify repairs which require emergency action.

Outcome 2 Organise the maintenance and repairs

The learner can:

1. obtain the necessary paperwork, including inspection reports, in order to determine the nature of the work required
2. contact the relevant external agency or specialist when the required action is outside the scope of the organisation
3. arrange a convenient time with the customer and the maintenance team for work to take place
4. check that the maintenance team understand the nature of the work that has to be completed
5. cost the work.

Outcome 3 Check the work

The learner can:

1. check the work, on a regular basis, to ensure work is being completed to timescales
2. check that the work has been completed according to the instructions
3. keep records which are clear and accurate.

Unit 307

Allocate Accommodation to meet Customers' Needs

Level: 3

Credit value: 3

Unit aim

This unit covers the allocating of permanent, temporary and emergency accommodation to meet customers' needs.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know organisational and health and safety policies and procedures relating to the allocation of accommodation
2. Know the organisations housing stock
3. Allocate accommodation

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to Allocate Accommodation to meet Customers' Needs H3 07.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 307

Allocate Accommodation to meet Customers' Needs

Assessment Criteria

Outcome 1 Know organisational policies and procedures, including health and safety relating to the maintenance and repair of property

The learner can:

1. identify the organisational policies and procedures, including health and safety, relating to the allocation of accommodation
2. identify how to prioritise urgent housing need.

Outcome 1 Know the organisations housing stock

The learner can:

1. identify the type, size and locations of the organisation's properties and availability.

Outcome 3 Allocate accommodation

The learner can:

1. check that customers understand the applications process including appeals and complaints
2. ensure that customers are aware of available support to complete their application
3. assess the customer's housing needs and identify the type of housing required
4. identify agencies that could be referred to when housing needs are beyond the remit of the organisation
5. contact referees, or other key individuals, to check information from customer
6. select and allocate accommodation
7. identify reasons why customer has refused accommodation
8. complete accurate records.

Unit 308

Set Up and Manage Tenancy, Licence and Leaseholder Agreements

Level: 3

Credit value: 4

Unit aim

This unit is about the setting and managing of tenancy, licence and leaseholder agreements.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the legal definitions of tenancy, license and leaseholder
2. Know the organisation's policies and procedures relating to the set up and managing of agreements
3. Set up agreements
4. Manage agreements

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to set up and manage tenancy, license and leaseholder agreements H3 08.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 308

Set Up and Manage Tenancy, Licence and Leaseholder Agreements

Assessment Criteria

Outcome 1 Understand the legal definitions of tenancy, license and leaseholder

The learner can:

1. summarise the different legal definitions, of leasehold, tenancies and licences
2. identify the legal rights and responsibilities of landlord and tenant/leaseholder.

Outcome 2 Know the organisation's policies and procedures relating to the set up and managing of agreements

The learner can:

1. identify organisational policies and procedures in relation to the setting and managing of agreements
2. describe how to deal with a breach of tenancy conditions and agreements.

Outcome 3 Set up agreements

The learner can:

1. select the correct documentation for the type of occupancy being set up
2. explain the content and requirements of the agreements to customers
3. ensure that customers understand and agree with the terms and conditions
4. complete the agreement documentation
5. ensure that all documentation is signed and distributed to the relevant people
6. enter data into the organisation's management information systems.

Outcome 4 Manage agreements

The learner can:

1. check customer satisfaction with the services provided under the agreement
2. explain how to deal with customer issues arising from agreements
3. Update the organisation's management information systems, including any follow up actions.

Unit 309

Respond to Possible Breaches of Agreements in the Housing Sector

Level: 3

Credit value: 4

Unit aim

This unit is about undertaking investigations into possible breaches of agreements, deciding appropriate action to resolve breaches within the employees remit. Reporting and recording outcomes.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the legislation and know organisational policies and procedures in relation to breaches of agreements
2. Investigate possible breaches of agreement
3. Take appropriate action to resolve the breach

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to respond to possible breaches of agreement in the housing sector H3 09.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 309

Respond to Possible Breaches of Agreements in the Housing Sector

Assessment Criteria

Outcome 1 Understand the legislation and know organisational policies and procedures in relation to breaches of agreements

The learner can:

1. identify legislation, organisational policies and procedures in relation to breaches of agreements.

Outcome 2 Investigate possible breaches of agreement

The learner can:

1. identify tenants rights and responsibilities when subject to an investigation for breach of agreement
2. Investigate reports or allegations using methods which are reliable
3. identify the risks to personal safety associated with investigating possible breaches of agreement
4. identify the policies and procedures that contribute to the safety of employees undertaking investigations
5. minimise risks to self and others in line with policy and procedure
6. check information from different parties when information conflicts
7. decide whether the reported behaviour constitutes a breach of agreement based on the investigation.

Outcome 3 Take appropriate action to resolve the breach

The learner can:

1. decide the most appropriate action to resolve the problem
2. identify what breaches are beyond their own job role
3. inform all relevant parties of the decisions and actions
4. complete accurate records of investigations and actions.

Unit 310

Sell Property to Customers within a Housing Organisation Setting

Level: 3

Credit value: 3

Unit aim

This unit involves a strong focus on supporting and meeting the needs of customers, ensuring that purchasing is the customers best option and that they fully understand the commitment they will be making. Properties for sale could include low cost home ownership or shared ownership qualifications.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand legal requirements and codes of practice related to the sale of property
2. Know the organisation's policies and procedures for the sale of property
3. Implement policies and procedures for the sale of property

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to sell property to customer H3 10.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 310

Sell Property to Customers within a Housing Organisation Setting

Assessment Criteria

Outcome 1 Understand legal requirements and codes of practice related to the sale of property

The learner can:

1. identify the relevant legislation and codes of practice related to property sales
2. explain the terms 'low cost home ownership' and 'shared ownership'.

Outcome 2 Know the organisation's policies and procedures for the sale of property

The learner can:

1. identify organisational policies and procedures relating to the sale of property
2. explain how these apply to their own job role
3. describe the different types of properties for sale within the organisation and their legal status.

Outcome 3 Implement policies and procedures for the sale of property

The learner can:

1. provide clear and up to date information, on services and processes, to customers who wish to buy properties
2. state other parties/organisations who could provide help and support to the customer
3. gather accurate information from the customer to ensure that buying the property is their best option
4. select the correct documentation for the type of sale being proposed
5. explain the content and requirements of any agreements to customers
6. check that customers understand and agree with the terms and conditions and signs the agreement to complete the sale.

Unit 311

Provide Housing Advice and Guidance to Customers

Level: 3

Credit value: 3

Unit aim

This unit is about providing advice and guidance to customers. This includes advice on rights and responsibilities, directing customers to other sources of support and how to handle complaints.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures for providing housing advice and guidance
2. Provide housing advice and guidance

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to provide housing advice and guidance to customers H3 11.

Endorsement of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 311

Provide Housing Advice and Guidance to Customers

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures for providing housing advice and guidance

The learner can:

1. identify organisational policies and procedures for providing advice and guidance
2. identify the types of request or complaints that must be referred to colleagues or other organisations.

Outcome 2 Provide housing advice and guidance

The learner can:

1. clarify requests and needs with customers to determine what is required
2. explain the services and support offered by the organisation
3. explore with the customer possible actions and options
4. advise customers of their rights and responsibilities
5. explain to the customer the organisation's processes and policy on the right to appeal or complain
6. explain how to record and action complaints and appeals.

Unit 312

Manage Empty Properties

Level: 3

Credit value: 2

Unit aim

This unit is about the monitoring of empty properties. Properties may be empty for a number of reasons, including planned maintenance, sales strategy and 'voids'.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand legal and organisational policies and procedures relating to the management of empty properties
2. Implement policies and procedures relating to empty properties

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to manage empty properties H3 12.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 312

Manage Empty Properties

Assessment Criteria

Outcome 1 Understand legal and organisational policies and procedures relating to the management of empty properties

The learner can:

1. identify the legislation, organisational policies and procedures relating to the management of empty properties
2. identify the reasons for empty properties
3. identify risks to self and others and the empty property if not secured and safe.

Outcome 2 Implement policies and procedures relating to empty properties

The learner can:

1. provide up to date information and data on empty properties
2. investigate and report the reasons for empty properties
3. arrange for property to be made safe and secure
4. state what action would be taken to improve access to properties
5. state the other parties with responsibility for the condition of empty properties
6. arrange viewings or inspections of an empty property
7. record and report potential problems with the empty property.

Unit 313

Provide a Housing Rent Service

Level: 3

Credit value: 3

Unit aim

This unit is about administering rent accounting processes and debt recovery procedures with the aim of sustaining the tenancies of customers.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the legislation which relates to providing a housing rent service
2. Know organisational policies and procedures for providing a housing rent service
3. Provide a rent service
4. Monitor the rent service

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to provide a housing rent service H3 13.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 313

Provide a Housing Rent Service

Assessment Criteria

Outcome 1 Understand the legislation which relates to providing a housing rent service

The learner can:

1. identify the legislation relating to the setting and collection of rents and service charges
2. identify the legislation relating to the processing of rent arrears
3. explain how this legislation applies to their own job role
4. summarise how the housing benefit system might affect customers.

Outcome 2 Know organisational policies and procedures for providing a housing rent service

The learner can:

1. identify organisational policies and procedures relating to the collection of rents
2. identify organisational policies and procedures relating to debt recovery
3. identify the range of debt services available to customers
4. Identify requests for financial advice and guidance which are urgent and need prioritising.

Outcome 3 Provide a rent service

The learner can:

1. check that rent/service charges are correct
2. show communication with customers which informs of their legal responsibility to pay rent and their rights as tenants
3. check income or benefits and advise customers
4. agree with customers appropriate method to pay rent
5. clarify with customers their understanding of how rents will be collected
6. set up payment method.

Outcome 4 Monitor the rent service

The learner can:

1. create records and produce data in relation to the rent service
2. identify accounts which are in arrears
3. administer debt recovery procedures
4. record all action taken to recover rent.

Unit 314

Manage Temporary Accommodation

Level: 3

Credit value: 3

Unit aim

This unit is about organising and monitoring the provision of temporary accommodation, including bed and breakfast.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand legal, organisational policies and procedures for administering temporary accommodation
2. Organise the provision of temporary accommodation
3. Monitor temporary accommodation

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to manage temporary accommodation H3 14.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 314

Manage Temporary Accommodation

Assessment Criteria

Outcome 1 Understand legal, organisational policies and procedures for administering temporary accommodation

The learner can:

1. identify the legal and organisational policies and procedures for administering temporary accommodation
2. identify requests for temporary accommodation which are urgent and need prioritising.

Outcome 2 Organise the provision of temporary accommodation

The learner can:

1. gather up to date information on available temporary accommodation
2. identify suitable accommodation which meets organisational and statutory requirements
3. assess the needs, suitability and eligibility of customers
4. identify problems or /adjustments needed to meet customers needs and accommodation requirements
5. give advice and information to customers
6. organise temporary accommodation with landlords to meet the needs of customers
7. select and complete the appropriate documentation
8. explain the appeals and complaints procedure to customers.

Outcome 3 Monitor temporary accommodation

The learner can:

1. check with involved parties that temporary accommodation remains suitable
2. identify what actions could be taken to resolve any issues.

Unit 315

Deal with Customers by Telephone

Level: 2

Credit value: 7

Unit aim

This unit is all about the skills and competences the learner will need when dealing with their customers by telephone. Customer satisfaction in this situation depends on good feelings about the way the transaction has been handled as well as the features and benefits of the services or products that are offered to the customer.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Use the telephone system effectively
2. Plan and make focused telephone calls to their customer
3. Handle incoming calls effectively
4. Know and understand how to competently deal with customers by telephone

Guided learning hours

It is recommended that **70** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to deal with customers by telephone (imported) (ICS17).

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 315

Deal with Customers by Telephone

Assessment Criteria

Outcome 1 Use the telephone system effectively

The learner can:

1. operate the telephone equipment efficiently and effectively
2. keep their customer regularly informed about their actions when accessing information to provide responses or if they are going to be on hold for a period of time
3. speak clearly and slowly to allow for the possibility that reception on the telephone line may not be perfect
4. adapt their speech to meet the individual needs of their customer
5. control the length of the conversation if the call is costing their customer money
6. ensure that promises to call back are kept.

Outcome 2 Plan and make focused telephone calls to their customer

The learner can:

1. anticipate their customer's expectations and assemble all the information they might need before their conversation with the customer
2. plan the opening part of their conversation with their customer and anticipate their possible responses
3. plan the objective of their call and the way in which they expect the call to end
4. open the conversation positively and establish a rapport with their customer
5. ensure that their customer is aware of the purpose of their call as early as possible
6. respond positively to queries and objections from their customer
7. summarise the outcome of the call and any actions that they or their customer will take as a result
8. listen carefully when collecting information from their customer so that they do not make mistakes or have to keep repeating the question.

Outcome 3 Handle incoming calls effectively

The learner can:

1. greet their customer following their organisation's guidelines
2. listen closely to their customer to identify their precise reason for calling and what they are seeking as the outcome of the call
3. identify all the options they have for responding to their customer, weigh up the benefits and drawbacks of each
4. choose the option that is most likely to lead to customer satisfaction within the service offer
5. summarise the outcome of the call and any actions that they or their customer will take as a result
6. select the appropriate information they need to record and store following their organisation's guidelines
7. take a clear message for a colleague if they are unable to deal with some aspect of their customer's expectations
8. put their customer on hold and ensure they cannot be heard if they are discussing action with others or calling a colleague.

Outcome 4 Know and understand how to competently deal with customers by telephone

The learner can:

1. show that they know and understand the importance of speaking clearly and slowly when dealing with customers by telephone
2. show that they know and understand the effects of smiling and other facial expressions that can be detected by somebody listening to you on the telephone
3. show that they know and understand the importance of adapting their speech to meet the needs of customers who may find their language or accent hard to understand
4. show that they know and understand their organisation's guidelines and procedures for the use of telephone equipment
5. show that they know and understand their organisation's guidelines and procedures for what should be said during telephone conversations with customers
6. show that they know and understand what details should be included if taking a message for a colleague
7. show that they know and understand how to operate the organisation's telephone equipment
8. show that they know and understand the importance of keeping their customer informed if they are on hold during a call
9. show that they know and understand the importance of not talking over an open telephone
10. show that they know and understand their organisation's guidelines for handling abusive calls.

Unit 316

Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities

Level: 3

Credit value: 3

Unit aim

This unit is about supporting customers to identify development opportunities, including support networks within the local community and how to access these. Provide information to customers about opportunities and monitor their progress in engaging with their community.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures in relation to providing support for customers to access development opportunities
2. Understand how community opportunities can contribute to a customer's development
3. Support customers to access development opportunities

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to help customers to Identify and access development opportunities H3 16.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 316

Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures in relation to providing support for customers to access development opportunities

The learner can:

1. identify the organisation's policies and procedures in relation to providing support for customers to access development opportunities
2. explain how this applies to their own job role
3. identify the range of available opportunities and provision within the community.

Outcome 2 Understand how community opportunities can contribute to a customer's development

The learner can:

1. identify how access to learning and development opportunities affect a customer's quality of life
2. identify what might affect a customer's choices
3. describe communication strategies to support customers to express their needs and wishes and make decisions.

Outcome 3 Support customers to access development opportunities

The learner can:

1. research and maintain information on development opportunities
2. provide advice and guidance about development opportunities
3. support customers to achieve identified development needs
4. review progress with customers
5. identify how to provide additional support.

Unit 317

Arrange and Facilitate Meetings with Housing Customers and Others

Level: 3

Credit value: 3

Unit aim

This unit is about the competencies required for arranging and facilitating meetings with customers and others.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's procedures for arranging meetings
2. Arrange meetings
3. Understand techniques for facilitating meetings
4. Facilitate meetings

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to arrange and conduct meetings with customers and others H3 17.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 317

Arrange and Facilitate Meetings with Housing Customers and Others

Assessment Criteria

Outcome 1 Know the organisation's procedures for arranging meetings

The learner can:

1. identify the organisation's policies and procedures for arranging meetings.

Outcome 2 Arrange meetings

The learner can:

1. confirm date, purpose and venue of the meeting with relevant parties
2. organise arrangements with venue which comply with health and safety
3. identify participants to attend the meeting
4. provide participants with relevant information prior to the meeting
5. collate relevant information prior to the meeting
6. state what equipment could be used at meetings.

Outcome 3 Understand techniques for facilitating meetings

The learner can:

1. identify ways to encourage participation
2. identify ways to manage conflicting opinions.

Outcome 4 Facilitate meetings

The learner can:

1. manage the timing of the meeting
2. clarify purpose and aims of the meeting
3. facilitate discussion and decision making
4. ask questions to seek clarification
5. summarise outcomes of the meeting
6. ensure accurate minutes are recorded
7. identify outcomes of the meeting
8. ensure minutes are distributed to participants.

Unit 318

Work with Customers and Groups to Develop the Community

Level: 3

Credit value: 3

Unit aim

This unit is about promoting customer involvement in the development and regeneration of the local community.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures for community involvement
2. Know techniques for effective community involvement
3. Encourage participation in the community
4. Develop community activities

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to work with customers and groups to develop the community H3 18.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 318

Work with Customers and Groups to Develop the Community

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures for community involvement

The learner can:

1. identify the organisation's policies and procedures for working with community groups and external agencies
2. explain how these apply to their own job role
3. identify the range, role and responsibilities of relevant organisations and groups operating within the community.

Outcome 2 Know techniques for effective community involvement

The learner can:

1. identify methods for promoting community involvement
2. identify the barriers which prevent customers from becoming involved in the community
3. state the importance of community groups and networks
4. identify methods for involving customers in the community.

Outcome 3 Encourage participation in the community

The learner can:

1. explain the benefits of community involvement to customers
2. encourage customers to be involved in community activities
3. explore with customers options for their involvement.

Outcome 4 Develop community activities

The learner can:

1. establish relationships with existing community groups
2. collaborate with customers to establish and manage activities
3. organise community activities which comply with health and safety requirements.

Unit 319

Develop and Sustain Partnership Working Arrangements in a Housing Environment

Level: 3

Credit value: 2

Unit aim

This unit is about developing and sustaining partnership working arrangements with other organisations. Partnership working could be internal or external, informal or formal, and could have different purposes.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures, in relation to partnership working
2. Develop and sustain partnership working

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to develop and sustain partnership working arrangements H3 19.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 319

Develop and Sustain Partnership Working Arrangements in a Housing Environment

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures, in relation to partnership working

The learner can:

1. identify the organisation's policies and procedures for partnership working
2. identify formal and informal agreements in place with relevant organisations
3. explain how these apply to their own job role.

Outcome 2 Develop and sustain partnership working

The learner can:

1. promote and explain the services provided by their own organisation to relevant partners
2. state the roles and responsibilities of different individuals and organisations involved in partnership working
3. explain how and when sensitive information should be shared with other organisations
4. identify methods for dealing with conflicts and difficulties that might arise with partnership working
5. review with others the effectiveness of partnership working
6. identify opportunities to work with other organisations to improve services
7. share the findings with relevant colleagues.

Unit 320

Develop and Promote Customer Involvement in a Housing Organisation

Level: 3

Credit value: 3

Unit aim

This unit is about developing customer involvement in the organisation.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures relating to the involvement of customers
2. Develop customer involvement in the organisation

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to develop and promote customer involvement in the organisation H3 20.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 320

Develop and Promote Customer Involvement in a Housing Organisation

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures relating to the involvement of customers

The learner can:

1. identify the organisation's policies and procedures relating to customer involvement in the organisation
2. explain why it is important to involve customers
3. identify how customers can become involved in the organisation
4. identify the barriers which prevent customers from becoming involved in the organisation
5. identify how to reduce barriers to customer involvement in the organisation.

Outcome 2 Develop customer involvement in the organisation

The learner can:

1. evaluate the participation of customers in the organisation
2. develop and implement ways in which customers can become involved
3. advise customers about realistic options for their involvement in the organisation
4. agree the customer's role in their involvement with the organisation
5. consult with customers on organisational issues
6. review customer involvement to develop future participation.

Unit 321

Contribute to the Development, Implementation and Review of Support Plans with Individuals within a Housing Environment

Level: 3

Credit value: 4

Unit aim

This unit is about contributing to the development, implementation and review of support plans.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures in relation to support plans
2. Contribute to the development of support plans
3. Implement the support plan
4. Contribute to the review of the support plan

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to develop, implement and review support plans with individuals H3 21.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 321

Contribute to the Development, Implementation and Review of Support Plans with Individuals within a Housing Environment

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures in relation to support plans

The learner can:

1. identify the organisation's policies and procedures in relation to support plans
2. explain how these relate to their own job role
3. state the other parties involved, and their responsibilities, in relation to support plans
4. identify when customers might need to be referred to other organisations or colleagues about the support plan.

Outcome 2 Contribute to the development of support plans

The learner can:

1. involve customers and key people/organisations in the decision making process
2. agree the content of support plans with the customer and key people
3. check that the customer and key people understand the content of the support plan and the appeals and complaints procedures.

Outcome 3 Implement the support plan

The learner can:

1. explain why it is important to read the support plan
2. identify potential health & safety risks and ways to minimise those risks
3. collaborate with the customer to carry out support plan activities
4. complete documentation relating to the implementation of the support plan.

Outcome 4 Contribute to the review of the support plan

The learner can:

1. review with the customer and key people the effectiveness of the support plan
2. agree amendments to the support plan
3. ensure amendments are recorded accurately.

Unit 322

Support Social and Personal Development Needs of Customers within a Housing Environment

Level: 3

Credit value: 4

Unit aim

This unit is about supporting customers with their social and personal development needs.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the organisation's policies and procedures in relation to supporting social and personal development needs
2. Understand the social and personal development needs of customers
3. Support social and personal development needs of customers
4. Monitor and keep records of the support given

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to support social and personal development needs of individuals H3 22.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 322

Support Social and Personal Development Needs of Customers within a Housing Environment

Assessment Criteria

Outcome 1 Know the organisation's policies and procedures in relation to supporting social and personal development needs

The learner can:

1. identify the organisation's policies and procedures in relation to supporting social and personal development needs
2. explain how these relate to their own job role
3. state the other parties involved, and their responsibilities, in relation to supporting social and personal development needs
4. identify when customers might need to be referred to other organisations or colleagues.

Outcome 2 Understand the social and personal development needs of customers

The learner can:

1. identify where to access information about the social and personal needs of an individual customer
2. describe how physical, emotional and health conditions affect customers needs
3. describe how to involve customers to express their personal and social development needs
4. identify potential dilemmas and conflicts in providing services to meet customers needs and wishes.

Outcome 3 Support social and personal development needs of customers

The learner can:

1. show interaction with customers that demonstrate active support and respect for customer's wishes in implementing services to meet their social and personal development needs
2. work with customers at their own pace
3. ensure that the customer fully understands services to be provided
4. ensure risk assessment has been conducted and is followed
5. explain to customers their rights and responsibilities.

Outcome 4 Monitor and keep records of the support given

The learner can:

1. review and monitor the support provided with customers and key people
2. provide accurate records about the social and personal needs of customers.

Unit 323

Help Customers to Move and Settle into New Living Environments

Level: 3

Credit value: 4

Unit aim

This unit is about supporting individuals to move and settle into new living environments. This could include resettling individuals and families from temporary accommodation to permanent homes and moving individuals from secure environments, such as the armed forces, hospital or drugs rehabilitation centres.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand legislation, for moving customers into new living environments
2. Know the organisation's policies and procedures for resettlement to new living environments
3. Arrange accommodation
4. Support the customer in the new living environment

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to help customers to move and settle into new living environment H3 23.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 323

Help Customers to Move and Settle into New Living Environments

Assessment Criteria

Outcome 1 Understand legislation, for moving customers into new living environments

The learner can:

1. identify legislation in relation to moving customers into new living environment
2. explain how this applies to their own job role.

Outcome 2 Know the organisation's policies and procedures for resettlement to new living environments

The learner can:

1. identify the organisation's policies and procedures in relation to moving and settling into new living environments
2. state the roles and responsibilities of other parties involved in the process
3. identify the factors which affect the organisation's capacity to fully meet customer expectations.

Outcome 3 Arrange accommodation

The learner can:

1. work with colleagues to source suitable accommodation
2. confirm suitability of accommodation with customer and key people
3. plan the stages for the change with the customer and key people
4. support customers to identify practical steps to facilitate the move.

Outcome 4 Support the customer in the new living environment

The learner can:

1. explore with customer the impact of the new living environment
2. record the impact of the new living environment with the customer
3. inform customers of complaints and appeals procedures.

Unit 324

Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment

Level: 3

Credit value: 6

Unit aim

This unit is about contributing to the assessment of harm, abuse, exploitation and discrimination and acting on potential dangers. This would include acting to minimise and deal with the effects of harm and abuse and supporting individuals to review situations and actions when the risk has passed.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the legislation and codes of practice in relation to safeguarding individuals from harm, abuse, exploitation and discrimination
2. Know organisational policies and procedures in relation to safeguarding individuals from harm, abuse, exploitation and discrimination
3. Know how to recognise signs of harm, abuse, exploitation and discrimination
4. Recognise how, harm, abuse, exploitation and discrimination can affect individuals
5. Respond to harm, abuse, exploitation and discrimination

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to contribute to assessing and act upon risk, danger, harm or abuse H3 24.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 324

Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment

Assessment Criteria

Outcome 1 Understand the legislation and codes of practice in relation to safeguarding individuals from harm, abuse, exploitation and discrimination

The learner can:

1. identify the legislation and codes of practice relating to safeguarding individuals from harm, abuse, exploitation and discrimination
2. explain how these apply to their own job role
3. state the roles and responsibilities of others involved in safeguarding individuals from harm, abuse, exploitation and discrimination.

Outcome 2 Know organisational policies and procedures in relation to safeguarding individuals from harm, abuse, exploitation and discrimination

The learner can:

1. identify organisational policies and procedures relating to safeguarding individuals from harm, abuse, exploitation and discrimination
2. explain how these apply to their own job role
3. identify when and to whom a referral should be made when there are concerns about an individual.

Outcome 3 Know how to recognise signs of harm, abuse, exploitation and discrimination

The learner can:

1. explain the main types of harm, abuse, exploitation and discrimination which may be encountered in a housing environment
2. describe what factors can contribute to an individual being vulnerable to harm, abuse, exploitation and discrimination
3. identify information sources in order to assess potential or actual risk
4. explain the possible signs that an individual has or is being harmed or abused.

Outcome 4 Recognise how, harm, abuse, exploitation and discrimination can affect individuals

The learner can:

1. identify the ways in which harm, abuse, exploitation and discrimination can affect the well-being of individuals
2. explain how power and influence can be used to exploit individuals
3. explain how people who harm and abuse individuals conceal what is happening
4. identify the difficulties an individual may have in talking about harm and abuse issues
5. explain the dilemma between an individual's rights and responsibilities to protect themselves and the responsibilities of the organisation to safeguard individuals from harm, abuse, exploitation and discrimination.

Outcome 5 Respond to harm, abuse, exploitation and discrimination

The learner can:

1. contribute to risk assessment in relation to referrals made in respect to harm, abuse, exploitation and discrimination
2. show interaction with individuals to help them identify how to minimise risk of harm, abuse, exploitation and discrimination
3. explain how to respond and what actions should be taken if it is suspected that an individual has or is being harmed or abused
4. explain how to respond and what action should be taken if an individual discloses that they are being harmed or abused
5. identify the appropriate person to report to and seek advice from
6. describe how to record ethically and effectively using the organisations policy
7. describe how to prevent valid evidence becoming contaminated.

Unit 325

Direct Work with Customers Who Use a Housing Service

Level: 3

Credit value: 4

Unit aim

This unit is about direct work with specific customers relevant to the learner's own job role.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand legislation and guidelines to working with specific customers
2. Know the organisation's policies and procedures relating to working within boundaries with customers
3. Apply policies and procedures to work within relevant boundaries with customers

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to work within appropriate boundaries with customers H3 25.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 325

Direct Work with Customers Who Use a Housing Service

Assessment Criteria

Outcome 1 Understand legislation and guidelines to working with specific customers

The learner can:

1. identify legislation and guidelines which relates to customers who use their housing service
2. explain how these apply to their own job role.

Outcome 2 Know the organisation's policies and procedures relating to working within boundaries with customers

The learner can:

1. identify the organisation's policies and procedures relating to working within boundaries with customers
2. explain their own job role and boundaries.

Outcome 3 Apply policies and procedures to work within relevant boundaries with customers

The learner can:

1. explain to customers the boundaries of their role and responsibilities
2. negotiate with customers the purpose, frequency and methods of contact
3. check customers understanding of the contact
4. produce records of the agreements reached
5. show that you have kept contact with customers
6. explain how to respond to customers exhibiting challenging behaviour
7. advise customer about other organisations/services available
8. explain to the customer the complaints and appeals procedure
9. review with customers the effectiveness of the contact
10. identify what improvements can be made to the contact within their own work boundaries.

Notes for guidance

The term customer is used in this unit to denote that the customers concerned are service users/clients rather than other practitioners or others. Learners need to demonstrate they operate within their specific work boundaries.

Unit 326

Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations

Level: 3

Credit value: 4

Unit aim

This unit is about working with customers in potentially isolating situations who require support. Customers may have restricted freedom or movement or isolated by communication differences or physical/learning disabilities. The worker supports the customer in establishing and/or maintaining social contacts within the boundaries of their own job role.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand their role and responsibilities when developing relationships with customers
2. Understand the challenges faced when working with customers in isolating situations
3. Work with customers to maintain and establish contacts and interests

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to enable individuals to maintain contacts in potentially isolating situations H3 26.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 326

Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations

Assessment Criteria

Outcome 1 Understand their role and responsibilities when developing relationships with customers

The learner can:

1. identify their own work boundaries in developing relationships with customers
2. identify where to access information and support about their own job roles and responsibilities when developing relationships with customers
3. explain why it is important that customers are as self managing as possible.

Outcome 2 Understand the challenges faced when working with customers in isolating situations

The learner can:

1. identify the factors which cause customers to become isolated
2. describe methods of encouraging customers to reduce isolation
3. describe how to respond to a situation where the customer chooses not to engage
4. explain how to respond when a customer expresses an interest which conflicts with your personal beliefs or is illegal.

Outcome 3 Work with customers to maintain and establish contacts and interests

The learner can:

1. support customers to identify their needs and interests
2. provide customers with information, advice and guidance on establishing and maintaining contacts and interests
3. support customers to establish or maintain contacts and interests
4. review with the customer the effectiveness of the support provided
5. produce accurate records.

Unit 327

Provide Support to Customers to Reduce the Risk of Homelessness

Level: 3

Credit value: 4

Unit aim

This unit is about supporting individuals to reduce the risk of homelessness. Support provided could include one-to-one meetings, home visits, mediation and representation as well as directing customers to other organisations.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the legislation which relates to homelessness
2. Know the organisation's policies and procedures in relation to reducing the risk of homelessness
3. Support customers to prevent homelessness

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to provide support to customers to reduce the risk of homelessness H3 27.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

Assessment and grading

This unit will be assessed by:

- Assessor observation of practice and/or expert witness testimony and an appropriate mix of other assessment methods to ensure all the assessment criteria are sufficiently evidenced to allow the assessor to make a judgement of consistent practice.

Unit 327

Provide Support to Customers to Reduce the Risk of Homelessness

Assessment Criteria

Outcome 1 Understand the legislation which relates to homelessness

The learner can:

1. identify the legislation which relates to homelessness
2. explain how this applies to their own job role.

Outcome 2 Know the organisation's policies and procedures in relation to reducing the risk of homelessness

The learner can:

1. identify the organisation's policies and procedures for dealing with customers at risk of homelessness
2. identify why customers may become homeless
3. identify the housing options available to customers who are at risk of homelessness
4. describe the importance of gaining permission to share sensitive information with other organisations and the implications of customer refusal.

Outcome 3 Support customers to prevent homelessness

The learner can:

1. contribute to risk assessment in relation to referrals made in respect of homelessness
2. work with customers and others to enable all to understand how to reduce the risk of homelessness
3. state what other organisations are involved in the prevention of homelessness
4. inform customers about what needs to be recorded
5. provide information and advice on housing options
6. review with customer the advice and support received to prevent homelessness
7. produce accurate records.

Unit 328

Plan, allocate and monitor work of a team

Level: 3

Credit value: 5

Unit aim

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Be able to plan work for a team
2. Be able to allocate work across a team.
3. Be able to manage team members to achieve team objectives
4. Be able to monitor and evaluate the performance of team members.
5. Be able to improve the performance of a team

Guided learning hours

It is recommended that 25 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to MSC D5 Allocate and check work in your team.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Management Standards Centre.

Unit 328

Plan, allocate and monitor work of a team

Assessment Criteria

Outcome 1 Be able to plan work for a team

The learner can:

1. agree team objectives with own manager
2. develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.

Outcome 2 Be able to allocate work across a team.

The learner can:

1. discuss team plans with a team
2. agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3. agree standard of work required by team.

Outcome 3 Be able to manage team members to achieve team objectives

The learner can:

1. support all team members in order to achieve team objectives.

Outcome 4 Be able to monitor and evaluate the performance of team members.

The learner can:

1. assess team members' work against agreed standards and objectives
2. identify and monitor conflict within a team
3. identify causes for team members not meeting team objectives.

Outcome 5 Be able to improve the performance of a team

The learner can:

1. identify ways of improving team performance
2. provide constructive feedback to team members to improve their performance
3. implement identified ways of improving team performance.

Unit 329

Support team members in identifying, developing and implementing new ideas

Level: 3

Credit value: 4

Unit aim

This unit helps learners to support team members in identifying, developing and implementing new ideas. It also helps learners to provide recognition for innovation.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to develop team ideas and develop the creativity of team members
2. Be able to assess the viability of team members' ideas
3. Be able to support team members to implement ideas
4. Be able to implement team ideas

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to MSC C1 Encourage innovation in your team.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Management Standards Centre.

Unit 329

Support team members in identifying, developing and implementing new ideas

Assessment Criteria

Outcome 1 Be able to develop team ideas and develop the creativity of team members

The learner can:

1. encourage team members to identify ideas
2. record team members' ideas.

Outcome 2 Be able to assess the viability of team members' ideas

The learner can:

1. assess with team members the potential benefits and risks associated with an idea, and the resources required.

Outcome 3 Be able to support team members to implement ideas

The learner can:

1. explain how to support team members in submitting formal proposals for approval
2. explain to team members how to identify and overcome barriers to implementing an idea.

Outcome 4 Be able to implement team ideas

The learner can:

1. monitor the implementation of ideas by own team
2. communicate the progress of implementation to relevant others own organisation.

Unit 330

Set objectives and provide support for team members

Level: 3

Credit value: 5

Unit aim

This unit helps learners to set and support individuals and teams to achieve objectives.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to communicate a team's purpose and objectives to the team members
2. Be able to develop a plan with team members showing how team objectives will be met
3. Be able to support team members identifying opportunities and providing support
4. Be able to monitor and evaluate progress and recognise individual and team achievement

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to MSC B5 Provide leadership for your team.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Management Standards Centre.

Unit 330

Set objectives and provide support for team members

Assessment Criteria

Outcome 1 Be able to communicate a team's purpose and objectives to the team members

The learner can:

1. describe the purpose of a team
2. set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
3. communicate the team's purpose and objectives to its members.

Outcome 2 Be able to develop a plan with team members showing how team objectives will be met

The learner can:

1. discuss with team members how team objectives will be met
2. ensure team members to participate in the planning process and think creatively
3. develop plans to meet team objectives
4. set SMART personal work objectives with team members.

Outcome 3 Be able to support team members identifying opportunities and providing support

The learner can:

1. identify opportunities and difficulties faced by team members
2. discuss identified opportunities and difficulties with team members
3. provide advice and support to team members to overcome identified difficulties and challenges
4. provide advice and support to team members to make the most of identified opportunities.

Outcome 4 Be able to monitor and evaluate progress and recognise individual and team achievement

The learner can:

1. monitor and evaluate individual and team activities and progress
2. provide recognition when individual and team objectives have been achieved.

Unit 331

Address performance problems affecting team members

Level: 4

Credit value: 3

Unit aim

This unit will ensure that learners are able to identify, discuss, resolve and record team members' performance problems.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance
2. Be able to identify performance problems of team members
3. Be able to discuss performance problems with team members
4. Be able to set a course of action to deal with identified problems with team members

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to MSC D8 Help team members address problems affecting their performance

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Management Standards Centre

Unit 331 Address performance problems affecting team members

Assessment Criteria

Outcome 1 Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance

The learner can:

1. identify legal requirements, industry regulations, organisational policies and professional codes concerning performance
2. explain limits of own authority relating to performance problems.

Outcome 2 Be able to identify performance problems of team members

The learner can:

1. assess team member's performance against performance criteria
2. evaluate causes of identified performance problems.

Outcome 3 Be able to discuss performance problems with team members

The learner can:

1. identify performance problems to the attention of the team member concerned
2. explain an organisation's policies for managing performance problems to the team member concerned
3. develop a confidential record of discussions with team members about problems affecting their performance.

Outcome 4 Be able to set a course of action to deal with identified problems with team members

The learner can:

1. explain and discuss alternative courses of action with the team member concerned
2. identify the course of action with the team member concerned
3. review and revise confidential records of discussions with team members about problems affecting their performance.

Unit 332

Support learning and development within own area of responsibility

Level: 4

Credit value: 5

Unit aim

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to identify the learning needs of colleagues in own area of responsibility
2. Understand how to develop a learning environment in own area of responsibility
3. Be able to support colleagues in learning and its application
4. Be able to evaluate learning outcomes and future learning and development of colleagues

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to MSC D7 Provide learning opportunities for colleagues.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Management Standards Centre.

Unit 332

Support learning and development within own area of responsibility

Assessment Criteria

Outcome 1 Be able to identify the learning needs of colleagues in own area of responsibility

The learner can:

1. identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills
2. prioritise learning needs of colleagues
3. produce personal development plans for colleagues in own area of responsibility.

Outcome 2 Understand how to develop a learning environment in own area of responsibility

The learner can:

1. explain the benefits of continual learning and development
2. explain how learning opportunities can be provided for own area of responsibility.

Outcome 3 Be able to support colleagues in learning and its application

The learner can:

1. identify information, advice and guidance to support learning
2. communicate to colleagues to take responsibility for their own learning
3. explain to colleagues how to gain access to learning resources
4. support colleagues to practise and reflect on what they have learned.

Outcome 4 Be able to evaluate learning outcomes and future learning and development of colleagues

The learner can:

1. examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
2. support colleagues when updating their personal development plan.

3.1 Summary of assessment methods

This competence based qualification is designed to be assessed in the candidates workplace as they undertake their normal work role. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Observation requirements

The prime source of evidence for all units within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely expert witnesses may provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to establish the consistency of the candidate's practice for each unit.

- **Expert witnesses** may observe candidate practice and provide testimony for the occupationally specific units which will have parity with assessor observation for the optional units. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates' can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates' to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies** these should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments** candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

3.2 Evidence requirements

Simulation

The overarching principle to be applied when considering the use of simulation is that it should only be used in exceptional circumstances when one or more of the following conditions apply

- health and safety considerations
- emergency or crisis management
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- infrequently occurring activities
- equality of access
- issues of confidentiality
- dealing with distressed people and difficult situations.

Where simulation is used simulated working environment conditions should replicate the working environment as closely as possible.

Centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the standard seeks to assess
- all simulations should follow these documented plans
- a centres overall strategy for simulation must be examined and approved by the external verifier
- there should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- the nature of the contingency must be realistic.

NB External verifiers will check to ensure that simulation is only used infrequently and where the above conditions apply.

Imported Unit

Requirements specific to Unit 315 can be located in section 3. The summary of assessment methods in 3.1 apply, however, no simulation is allowed.

Recognition of prior learning and achievement

Evidence from past achievement may be included as permissible evidence within competence based assessment methods.

Evidence of knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to aspects of knowledge and understanding detailed in the National Occupational Standards and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

All candidates must demonstrate current competence with respect to accreditation of prior learning (APL).

3.3 Recording forms

City & Guilds has developed a set of recording forms specifically for this qualification; *Recording forms for Level 3 Certificate in Housing*.

They are available from the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

- **Candidate and centre details (Form 1)**

Form used to record candidate and centre details, and the units/qualification being assessed and details and signatures of assessor(s) and internal verifier(s).

This should be the first page of the candidate portfolio.

- **Candidate skill scan (Form 2)**

Form used to record the candidate's existing skills and knowledge.

- **Expert/witness status list (Form 3)***

Form used to record the details of all those who have witnessed candidate evidence.

- **Assessment plan, review and feedback (Form 4)***

Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

- **Performance evidence record (Form 5)***

Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

- **Questioning evidence record (Form 6)***

Form used to record the focus of, and responses to, assessor devised questions. (For qualifications which use question banks or online testing, the location of this evidence should be recorded on Form 9, Evidence location sheet.)

- **Professional discussion evidence record (Form 8)**

Form used to record the scope and outcome of professional discussion if it is used

- **Evidence location sheet (Form 9)***

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

This form is available in portrait (9A) and landscape (9B) format

- **Unit assessment and verification declaration (Form 10)***

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See Ensuring Quality, ref 5.4, page 28.)

- **Summary of unit and qualification achievement (Form 11)***

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

This form is available in portrait (11A) and landscape (11B) format

4 Course design and delivery

4.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

4.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of this qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**

Find out how to register and certificate candidates on line

- **Qualifications and Credit Framework (QCF)**

Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**

Contains dates and information on the latest Centre events

- **Online assessment**

Contains information on how to register for GOLLA assessments.

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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **intcg@cityandguilds.com**

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **centresupport@cityandguilds.com**

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **singlesubjects@cityandguilds.com**

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **intops@cityandguilds.com**

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **walledgarden@cityandguilds.com**

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **business_unit@cityandguilds.com**

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