

Pearson Edexcel Level 3 NVQ Certificate and Diploma in Housing

Specification

Competence-based qualification

Certificate for first registration May 2011

Diploma for first registration July 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel Level 3 NVQ Certificate in Housing (QCF)

Edexcel Level 3 NVQ Diploma in Housing (QCF)

The QNs remain the same.

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Summary of Pearson Edexcel Level 3 NVQ Certificate and Diploma in Housing specification Issue 2 changes

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| All references to QCF have been removed throughout the specification | |
| Definition of TQT added | 1 |
| Definition of sizes of qualifications aligned to TQT | 2 |
| TQT value added | 6-9 |
| Guided learning definition updated | 15 |
| QCF references removed from unit titles and unit levels in all units | 18-119 |

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Certificate and Diploma in Housing

| Qualification title | Qualification Number (QN) | Operational Start date |
|--|----------------------------------|-------------------------------|
| Pearson Edexcel Level 3 NVQ Certificate in Housing | 600/1712/0 | 01/05/2011 |
| Pearson Edexcel Level 3 NVQ Diploma in Housing | 600/2133/0 | 01/07/2011 |

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which are listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 NVQ Certificate and Diploma in Housing

These qualifications are:

- nationally recognised
- based on the Housing National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by the Sector Skills Council, Asset Skills.

The Pearson Edexcel Level 3 NVQ Certificate in Housing has been approved as a component for the Housing Advanced Apprenticeship framework.

What is the purpose of these qualifications?

The Level 3 NVQ Certificate and Diploma in Housing are designed for people who work in the housing sector and covers a range of requirements including housing initiatives, legislation and customer service practices. These qualification focus on promoting equality and diversity whilst developing and maintaining ethical, safe and sustainable working practices. They are suitable for those who want to further their competence in the sector and are suitable for those looking to move into management roles.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of these qualifications to the learner and employer?

These qualifications allow learners to demonstrate competence against NOS which are based on the needs of the housing sector as defined by Asset Skills. As such, they contribute to the development of skilled labour in the sector.

The Level 3 Certificate contributes towards the competence element of an Apprenticeship.

What are the potential job roles for those working towards these qualifications?

- Housing officer
- Housing support officer
- Community support officer

What progression opportunities are available to learners who achieve these qualifications?

The Level 3 Certificate makes up part of the Advanced Apprenticeship Framework in Housing.

Both qualifications support and offer opportunities for progression to management roles within the sector.

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Certificate in Housing?

Individual units can be found in the *Units* section.

The Total Qualification Time (TQT) for this qualification is 270.

The Guided Learning Hours for this qualification are 145.

Learners need to achieve a minimum of 27 credits of which 13 must be achieved from Group A and a minimum of 14 from Group B.

Group C consists of a 2-credit unit which is mandatory for Apprentices and is additional to the 27 credits. Apprentices will need to achieve a minimum of 29 credits for this qualification.

Group A – Mandatory units

| Unit | Unit reference | Unit title | Level | Credit value |
|------|----------------|---|-------|--------------|
| 1 | F/600/3199 | Promote Safe, Ethical and Sustainable Practice in Housing | 3 | 5 |
| 2 | K/600/3200 | Plan Own Professional Development Within Housing | 3 | 3 |
| 3 | F/600/3204 | Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service | 3 | 5 |

Group B – Optional units

| Unit | Unit reference | Unit title | Level | Credit value |
|------|----------------|--|-------|--------------|
| 4 | L/601/0480 | Assess Housing Need | 3 | 4 |
| 5 | J/600/3205 | Respond to Customer Requests for Repairs | 3 | 2 |
| 6 | R/600/3207 | Inspect the Condition of Property | 3 | 4 |
| 7 | Y/600/3208 | Organise the Maintenance and Repair of Property | 3 | 4 |
| 8 | K/601/0485 | Match the Needs of Individuals with Available Accommodation | 3 | 3 |
| 9 | R/600/3210 | Set Up and Manage Tenancy, Licence and Leaseholder Agreements | 3 | 4 |
| 10 | Y/600/3211 | Respond to Possible Breaches of Agreements in the Housing Sector | 3 | 4 |

| Unit | Unit reference | Unit title | Level | Credit value |
|-------------|-----------------------|---|--------------|---------------------|
| 11 | D/600/3212 | Sell Property to Customers Within a Housing Organisation Setting | 3 | 3 |
| 12 | M/600/3215 | Provide Housing Advice and Guidance to Customers | 3 | 3 |
| 13 | A/600/3217 | Manage Empty Properties | 3 | 2 |
| 14 | J/600/3219 | Provide a Housing Rent Service | 3 | 3 |
| 15 | A/600/3220 | Manage Temporary Accommodation | 3 | 3 |
| 16 | Y/600/0583 | Deal with Customers by Telephone | 2 | 7 |
| 17 | F/600/3221 | Support the Customer's Engagement with the Local Community Through Identification of Support Networks and Development Opportunities | 3 | 3 |
| 18 | L/600/3223 | Arrange and Facilitate Meetings with Housing Customers and Others | 3 | 3 |
| 19 | R/600/3224 | Work with Customers and Groups to Develop the Community | 3 | 3 |
| 20 | Y/600/3225 | Develop and Sustain Partnership Working Arrangements in a Housing Environment | 3 | 2 |
| 21 | D/600/3226 | Develop and Promote Customer Involvement in a Housing Organisation | 3 | 3 |
| 22 | H/600/3227 | Contribute to the Development, Implementation and Review of Support Plans with Individuals Within a Housing Environment | 3 | 4 |
| 23 | K/600/3228 | Support Social and Personal Development Needs of Customers Within a Housing Environment | 3 | 4 |
| 24 | M/600/3229 | Help Customers to Move and Settle into New Living Environments | 3 | 4 |
| 25 | D/600/3288 | Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment | 3 | 6 |
| 26 | H/600/3230 | Direct Work with Customers who Use a Housing Service | 3 | 4 |

| Unit | Unit reference | Unit title | Level | Credit value |
|-------------|-----------------------|---|--------------|---------------------|
| 27 | Y/600/3290 | Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations | 3 | 4 |
| 28 | M/600/3294 | Provide Support to Customers to Reduce the Risk of Homelessness | 3 | 4 |
| 29 | Y/600/9669 | Plan, Allocate and Monitor Work of a Team | 3 | 5 |
| 30 | L/600/9636 | Support Team Members in Identifying, Developing and Implementing New Ideas | 3 | 4 |
| 31 | M/600/9600 | Set Objectives and Provide Support for Team Members | 3 | 5 |
| 32 | F/600/9679 | Address Performance Problems Affecting Team Members | 4 | 3 |
| 33 | M/600/9676 | Support Learning and Development Within Own Area of Responsibility | 4 | 5 |

**Group C – Further optional units
(Mandatory unit for apprentices only)**

| Unit | Unit reference | Unit title | Level | Credit value |
|-------------|-----------------------|---|--------------|---------------------|
| 34 | A/502/7524 | Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors | 2 | 2 |

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Housing?

Individual units can be found in the Units section.

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours for this qualification are 290.

Learners need to achieve a minimum of 37 credits of which 13 must be achieved from Group A and a minimum of 24 from Group B.

Group A – Mandatory units

| Unit | Unit reference | Unit title | Level | Credit value |
|------|----------------|---|-------|--------------|
| 1 | F/600/3199 | Promote Safe, Ethical and Sustainable Practice in Housing | 3 | 5 |
| 2 | K/600/3200 | Plan Own Professional Development Within Housing | 3 | 3 |
| 3 | F/600/3204 | Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service | 3 | 5 |

Group B – Optional units

| Unit | Unit reference | Unit title | Level | Credit value |
|------|----------------|--|-------|--------------|
| 4 | L/601/0480 | Assess Housing Need | 3 | 4 |
| 5 | J/600/3205 | Respond to Customer Requests for Repairs | 3 | 2 |
| 6 | R/600/3207 | Inspect the Condition of Property | 3 | 4 |
| 7 | Y/600/3208 | Organise the Maintenance and Repair of Property | 3 | 4 |
| 8 | K/601/0485 | Match the Needs of Individuals with Available Accommodation | 3 | 3 |
| 9 | R/600/3210 | Set Up and Manage Tenancy, Licence and Leaseholder Agreements | 3 | 4 |
| 10 | Y/600/3211 | Respond to Possible Breaches of Agreements in the Housing Sector | 3 | 4 |

| Unit | Unit reference | Unit title | Level | Credit value |
|-------------|-----------------------|---|--------------|---------------------|
| 11 | D/600/3212 | Sell Property to Customers within a Housing Organisation Setting | 3 | 3 |
| 12 | M/600/3215 | Provide Housing Advice and Guidance to Customers | 3 | 3 |
| 13 | A/600/3217 | Manage Empty Properties | 3 | 2 |
| 14 | J/600/3219 | Provide a Housing Rent Service | 3 | 3 |
| 15 | A/600/3220 | Manage Temporary Accommodation | 3 | 3 |
| 16 | Y/600/0583 | Deal with Customers by Telephone | 2 | 7 |
| 17 | F/600/3221 | Support the Customer's Engagement with the Local Community Through Identification of Support Networks and Development Opportunities | 3 | 3 |
| 18 | L/600/3223 | Arrange and Facilitate Meetings with Housing Customers and Others | 3 | 3 |
| 19 | R/600/3224 | Work with Customers and Groups to Develop the Community | 3 | 3 |
| 20 | Y/600/3225 | Develop and Sustain Partnership Working Arrangements in a Housing Environment | 3 | 2 |
| 21 | D/600/3226 | Develop and Promote Customer Involvement in a Housing Organisation | 3 | 3 |
| 22 | H/600/3227 | Contribute to the Development, Implementation and Review of Support Plans with Individuals Within a Housing Environment | 3 | 4 |
| 23 | K/600/3228 | Support Social and Personal Development Needs of Customers Within a Housing Environment | 3 | 4 |
| 24 | M/600/3229 | Help Customers to Move and Settle into New Living Environments | 3 | 4 |
| 25 | D/600/3288 | Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment | 3 | 6 |
| 26 | H/600/3230 | Direct Work with Customers who Use a Housing Service | 3 | 4 |

| Unit | Unit reference | Unit title | Level | Credit value |
|-------------|-----------------------|---|--------------|---------------------|
| 27 | Y/600/3290 | Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations | 3 | 4 |
| 28 | M/600/3294 | Provide Support to Customers to Reduce the Risk of Homelessness | 3 | 4 |
| 29 | Y/600/9669 | Plan, Allocate and Monitor Work of a Team | 3 | 5 |
| 30 | L/600/9636 | Support Team Members in Identifying, Developing and Implementing New Ideas | 3 | 4 |
| 31 | M/600/9600 | Set Objectives and Provide Support for Team Members | 3 | 5 |
| 32 | F/600/9679 | Address Performance Problems Affecting Team Members | 4 | 3 |
| 33 | M/600/9676 | Support Learning and Development Within Own Area of Responsibility | 4 | 5 |
| 34 | A/502/7524 | Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors | 2 | 2 |

How are the qualifications graded and assessed?

The overall grade for each qualifications is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment principles for the sector, or
- as part of a training programme.

Assessment principles

The assessment principles for these qualifications have been included in *Annexe C*. It has been developed by Asset Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment principles includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme either at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

| | |
|-------------------|---|
| Valid | relevant to the standards for which competence is claimed |
| Authentic | produced by the learner |
| Current | sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim |
| Reliable | indicates that the learner can consistently perform at this level |
| Sufficient | fully meets the requirements of the standards. |

Types of evidence (to be read in conjunction with the assessment principles in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment principles for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the housing sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment principles*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

| | | | | | |
|---|-----------------------------|--|--|--|---|
| Unit title: | | | | | This is the formal title of the unit that will appear on the learner's certificate |
| Unit reference number: | | | | | This is the unit owner's reference number for the specified unit. |
| Level: | | | | | All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator. |
| Credit value: | | | | | All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit. |
| Guided learning hours: | | | | | Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. |
| Unit summary: | | | | | This provides a summary of the purpose of the unit. |
| Assessment requirements/evidence requirements: | | | | | The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section. |
| Assessment methodology: | | | | | This provides a summary of the assessment methodology to be used for the unit. |
| Learning outcomes: | Assessment criteria: | Evidence type: | Portfolio reference: | Date: | |
| | | | The learner should use this box to indicate where the evidence can be obtained eg portfolio page number. | The learner should give the date when the evidence has been provided. | |
| Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit. | | The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved. | | Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system. | |

Units

Unit 1: Promote Safe, Ethical and Sustainable Practice in Housing

Unit reference number: F/600/3199

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

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 safe and sustainable working practices.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Understand legal and organisational requirements to ensure equality, respect diversity and use anti-discriminatory practice | 1.1 identify the legislation, policies and procedures relating to equality, diversity and discrimination 1.2 explain how these apply to their own job role 1.3 show interaction with, people at work that demonstrates effective communication and sensitivity to an individual's needs 1.4 show respect to an individual's values, beliefs, faith and cultural conventions 1.5 explain how to challenge discrimination | | | |
| 2 | Understand the rights and responsibilities of individuals and the potential for conflict and conflict of interests | 2.1 develop and maintain positive interactions that use the sharing of information and appropriate explanation to support an individual to understand their rights and responsibilities 2.2 identify potential or actual conflicts and conflicts of interest | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Promote safe and sustainable working practices | 3.1 explain own legal and organisational responsibilities for promoting health and safety 3.2 identify hazards and assess risks 3.3 state what actions to take to minimise, control or eliminate hazards or risks 3.4 work in a way that minimises environmental damage and ensures the use and disposal of equipment and materials in a safe and sustainable way 3.5 identify the boundaries of their own competence and access any specialist support that may be required | | | |
| 4 Understand legal and organisational requirements to ensure confidentiality of records | 4.1 identify legislation, organisational policies and procedures relating to the protection of personal data 4.2 explain how these apply to their own job role | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Plan Own Professional Development Within Housing

Unit reference number: K/600/3200

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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 organisation's vision and objectives.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1 | Understand development opportunities and resources within their organisation | 1.1 explain the organisation's policies and procedures in terms of continuing professional development 1.2 identify literature, information and support which will contribute to continuing professional development | | | |
| 2 | Understand how to address career and wider personal development | 2.1 identify career and personal goals 2.2 explain the term 'reflective practice' 2.3 demonstrate how to use reflective practice to inform career and personal goals | | | |
| 3 | Be able to set personal work objectives to address gaps in own knowledge, understanding and skills | 3.1 agree work objectives with their line manager 3.2 identify any gaps between the current and future requirements of own job role and current knowledge, understanding and skills 3.3 review their own development plan | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service

Unit reference number: F/600/3204

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about working with others (colleagues and those from external agencies) to maintain an organisation's customer services standards and apply policies and procedures. It is also about ensuring that effective communication is used with customers (tenants, members of their households, residents, colleagues and those from external agencies).

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1 | Know organisational policies and procedures within the organisation relating to customer service | 1.1 identify organisational customer service policies and procedures relating to equality, diversity, discrimination, rights and confidentiality 1.2 explain how these apply to their own job role | | | |
| 2 | Promote effective communication | 2.1 identify different methods of communication 2.2 select and apply appropriate methods of communication for customers and colleagues 2.3 identify approaches to working effectively with customers who display 'challenging' behaviour 2.4 explain how to respond to customers who are in a 'crisis' situation 2.5 explain how to use communication skills to clarify needs and decisions made by customers and others 2.6 explain how to record ethically 2.7 explain in what circumstances would it be necessary to share sensitive information | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Understand how to work with others to apply policies and procedures in relation to customer service | 3.1 identify the internal teams and external organisations who contribute to their own work role in providing services to the customer 3.2 interact with customers and colleagues to agree actions within their own work boundaries 3.3 work with customers and colleagues to carry out agreed actions 3.4 review with customers and colleagues the effectiveness of the agreed action 3.5 identify improvements that can be made to improve customer service | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Assess Housing Need

Unit reference number: L/601/0480

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

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.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Know the range of the housing services and the types of support provided by the organisation | 1.1 identify the role of assessment and its contribution to meeting individual needs 1.2 define what the organisation can provide to prospective users of the service and what it cannot 1.3 describe the types of housing need individuals bring to the organisation 1.4 explain the perceptions which individuals have of the organisation and how this affects trust 1.5 explain how the sources of housing support available in the organisation can be accessed 1.6 describe alternative sources of support for individuals and how to refer clients to them | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Be able to establish and maintain effective communication with individuals | 2.1 deal courteously, sensitively and fairly with individuals 2.2 greet individuals in a friendly, welcoming and non-judgmental manner 2.3 show respect for individual beliefs, expectations and needs 2.4 listen, ask questions and check understanding of individual needs 2.5 establish the customers' reasons for approaching the organisation and their expectations 2.6 maintain the confidentiality and privacy of individuals 2.7 assess the likely level of distress or concern that individuals may feel at the time of initial contact | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Be able to establish the housing needs of individuals | 3.1 gather essential information from individuals in a sensitive and respectful manner 3.2 describe with sensitivity what the organisation can and cannot provide without alienating individuals 3.3 differentiate between housing needs and other types of support being sought 3.4 identify initial and ongoing housing needs 3.5 review any changes of circumstance with returning individuals and conduct a further assessment of need if appropriate 3.6 record relevant information and actions using agreed procedures and ensure that colleagues and others are informed | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Be able to agree actions with individuals to meet their housing needs | 4.1 identify and agree with individuals the appropriate housing support that the organisation can provide 4.2 explain the next steps in the support process and gain individual agreement 4.3 refer individuals to other colleagues, services or organisations as required in a respectful and professional manner which minimises a sense of rejection | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Respond to Customer Requests for Repairs

Unit reference number: J/600/3205

Level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about 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.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Know the organisation's housing stock and possible defects which require repair | 1.1 describe the types of properties which your organisation manages 1.2 identify, using the appropriate terminology, the types of faults which can occur in these properties | | | |
| 2 | Know organisational policies and procedures relating to requests | 2.1 describe the types of service agreements with customers 2.2 identify the organisational policies and procedures relating to repair requests 2.3 identify repairs which require emergency action | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Establish and respond to customer requests for repairs | 3.1 clarify requests from customers to determine the exact nature of what is required 3.2 accurately record the details of customers and their requests 3.3 state the other parties involved in the maintenance and repair of the organisation's properties and whether there are any associated charges 3.4 identify requests which are outside the organisation's responsibilities 3.5 describe how to refer customers to other organisations and individuals 3.6 arrange inspection visits and repair work according to organisational policies and procedures 3.7 prioritise urgent repairs | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Inspect the Condition of Property

Unit reference number: R/600/3207

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit includes inspections made as part of an ongoing monitoring programme, at the end of occupancy or in response to customer requests for repairs.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Know health and safety and organisational procedures relating to inspection | 1.1 explain the purpose of inspections and related procedures 1.2 identify types of risks which would need to be considered 1.3 name other organisations that would need to be notified | | | |
| 2 | Know how to conduct an inspection | 2.1 describe the use of basic building terms and use of plans 2.2 identify technical equipment used for inspections 2.3 describe the types of properties which the organisation manages 2.4 identify, using the appropriate terminology, the types of faults which can occur in these properties | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|----------------------|---|---------------|---------------------|------|
| 3 Inspect properties | 3.1 take action to minimise risks to personal safety and security 3.2 arrange and confirm inspection details with customers and relevant parties 3.3 collate necessary documentation for inspection 3.4 conduct inspection 3.5 write clear inspection reports to ensure problems are rectified 3.6 state when specialist inspections might be required | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Organise the Maintenance and Repair of Property

Unit reference number: Y/600/3208

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit applies to both planned maintenance and contingency work.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Know organisational policies and procedures, including health and safety relating to the maintenance and repair of property | 1.1 identify organisational policies and procedures, including health and safety relating to the organisation of repairs and maintenance 1.2 explain how these apply to their own job role 1.3 identify the other parties involved with the maintenance and repair of properties and state their responsibilities 1.4 identify repairs which require emergency action | | | |
| 2 | Organise the maintenance and repairs | 2.1 obtain the necessary paperwork, including inspection reports, in order to determine the nature of the work required 2.2 contact the relevant external agency or specialist when the required action is outside the scope of the organisation 2.3 arrange a convenient time with the customer and the maintenance team for work to take place 2.4 check that the maintenance team understand the nature of the work that has to be completed 2.5 cost the work | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| 3 Check the work | 3.1 check the work, on a regular basis, to ensure work is being completed to timescales 3.2 check that the work has been completed according to the instructions 3.3 keep records which are clear and accurate | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Match the Needs of Individuals with Available Accommodation

Unit reference number: K/601/0485

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Be able to support individuals to make applications for housing | 1.1 deal courteously, sensitively and fairly with individuals seeking housing 1.2 take full account of individual preferences and needs 1.3 explain the ways in which the organisation meets the diverse needs of individuals 1.4 explain the extent of and limitations on individual choice in the matching process 1.5 refer individuals with accommodation or other needs, that cannot be met, to the appropriate person or organisation 1.6 explain the full range of options and choices available to best meet individual housing need 1.7 give individuals a clear and honest description of the available accommodation 1.8 check with them their reactions and wishes | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Be able to process housing applications | 2.1 contact individuals and offer them accommodation in accordance with organisational procedures 2.2 explain the application process and relevant documentation to customers, responding to any queries and concerns 2.3 check on the availability of properties and their type, size, location and condition 2.4 follow organisational procedures for processing applications following regulatory requirements 2.5 assist individuals to complete the application process 2.6 follow organisational policy on refusals, appeals or complaints and pass on issues to the appropriate person in the organisation | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 9: Set Up and Manage Tenancy, Licence and Leaseholder Agreements

| | |
|-------------------------------|--|
| Unit reference number: | <ul style="list-style-type: none">• R/600/3210 |
| Level: | <ul style="list-style-type: none">• 3 |
| Credit value: | <ul style="list-style-type: none">• 4 |
| Guided learning hours: | <ul style="list-style-type: none">• 30 |

Unit summary

This unit is for housing officers who sign up customers to tenancy, licence or leaseholder agreements.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Understand the legal definitions of tenancy, licence and leaseholder | 1.1 summarise the different legal definitions, of leasehold, tenancies and licences 1.2 identify the legal rights and responsibilities of landlord and tenant/leaseholder | | | |
| 2 | Know the organisation's policies and procedures relating to the set up and managing of agreements | 2.1 identify organisational policies and procedures in relation to the setting and managing of agreements 2.2 describe how to deal with a breach of tenancy conditions and agreements | | | |
| 3 | Set up agreements | 3.1 select the correct documentation for the type of occupancy being set up 3.2 explain the content and requirements of the agreements to customers 3.3 ensure that customers understand and agree with the terms and conditions 3.4 complete the agreement documentation 3.5 ensure that all documentation is signed and distributed to the relevant people 3.6 enter data into the organisation's management information systems | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---------------------|---|---------------|---------------------|------|
| 4 Manage agreements | 4.1 check customer satisfaction with the services provided under the agreement 4.2 explain how to deal with customer issues arising from agreements 4.3 update the organisation's management information systems, including any follow up actions | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Respond to Possible Breaches of Agreements in the Housing Sector

Unit reference number: Y/600/3211

Level: 3

Credit value: 4

Guided learning hours: 35

Unit summary

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.

Assessment requirements/evidence requirements

Please refer to the Asset Skills Assessment Strategy, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Understand the legislation and know organisational policies and procedures in relation to breaches of agreements | 1.1 identify legislation, organisational policies and procedures in relation to breaches of agreements | | | |
| 2 Investigate possible breaches of agreement | 2.1 identify tenants' rights and responsibilities when subject to an investigation for breach of agreement 2.2 investigate reports or allegations using methods which are reliable 2.3 identify the risks to personal safety associated with investigating possible breaches of agreement 2.4 identify the policies and procedures that contribute to the safety of employees undertaking investigations 2.5 minimise risks to self and others in line with policy and procedure 2.6 check information from different parties when information conflicts 2.7 decide whether the reported behaviour constitutes a breach of agreement based on the investigation | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Take appropriate action to resolve the breach | 3.1 decide the most appropriate action to resolve the problem 3.2 identify what breaches are beyond their own job role 3.3 inform all relevant parties of the decisions and actions 3.4 complete accurate records of investigations and actions | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Sell Property to Customers Within a Housing Organisation Setting

Unit reference number: D/600/3212

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit involves a strong focus on supporting and meeting the needs of customers, ensuring that they can afford to buy the property and that they fully understand the financial commitment they will be making. Properties for sale could include general sales as well as those which are part of low-cost home ownership or shared ownership schemes.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Understand legal requirements and codes of practice related to the sale of property | 1.1 identify the relevant legislation and codes of practice related to property sales 1.2 explain the terms 'low-cost home ownership' and 'shared ownership' | | | |
| 2 | Know the organisation's policies and procedures for the sale of property | 2.1 identify organisational policies and procedures relating to the sale of property 2.2 explain how these apply to their own job role 2.3 describe the different types of properties for sale within the organisation and their legal status | | | |
| 3 | Implement policies and procedures for the sale of property | 3.1 provide clear and up-to-date information, on services and processes, to customers who wish to buy properties 3.2 state other parties/organisations who could provide help and support to the customer 3.3 gather accurate information from the customer to ensure that buying the property is their best option 3.4 select the correct documentation for the type of sale being proposed 3.5 explain the content and requirements of any agreements to customers 3.6 check that customers understand and agree with the terms and conditions and signs the agreement to complete the sale | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Provide Housing Advice and Guidance to Customers

Unit reference number: M/600/3215

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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 handling complaints.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Know the organisation's policies and procedures for providing housing advice and guidance | 1.1 identify organisational policies and procedures for providing advice and guidance 1.2 identify the types of request or complaints that must be referred to colleagues or other organisations | | | |
| 2 | Provide housing advice and guidance | 2.1 clarify requests and needs with customers to determine what is required 2.2 explain the services and support offered by the organisation 2.3 explore with the customer possible actions and options 2.4 advise customers of their rights and responsibilities 2.5 explain to the customer the organisation's processes and policy on the right to appeal or complain 2.6 explain how to record and action complaints and appeals | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Manage Empty Properties

Unit reference number: A/600/3217

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

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

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1 | Understand legal and organisational policies and procedures relating to the management of empty properties | 1.1 identify the legislation, organisational policies and procedures relating to the management of empty properties 1.2 identify the reasons for empty properties 1.3 identify risks to self and others and the property if not secured and safe | | | |
| 2 | Implement policies and procedures relating to empty properties | 2.1 provide up-to-date information and data on empty properties 2.2 investigate and report the reasons for empty properties 2.3 arrange for property to be made safe and secure 2.4 state what action would be taken to improve access to properties 2.5 state the other parties with responsibility for the condition of empty properties 2.6 arrange viewings or inspections of an empty property 2.7 record and report potential problems with the empty property | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Provide a Housing Rent Service

Unit reference number: J/600/3219

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1 | Understand the legislation which relates to providing a housing rent service | 1.1 identify the legislation relating to the setting and collection of rents and service charges 1.2 identify the legislation relating to the processing of rent arrears 1.3 explain how this legislation applies to their own job role 1.4 summarise how the housing benefit system might affect customers | | | |
| 2 | Know organisational policies and procedures for providing a housing rent service | 2.1 identify organisational policies and procedures relating to the collection of rents 2.2 identify organisational policies and procedures relating to debt recovery 2.3 identify the range of debt services available to customers 2.4 identify requests for financial advice and guidance which are urgent and need prioritising | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|----------------------------|---|---------------|---------------------|------|
| 3 Provide a rent service | 3.1 check that rent/service charges are correct 3.2 show communication with customers which informs them of their legal responsibility to pay rent and their rights as tenants 3.3 check income or benefits and advise customers 3.4 agree with customers appropriate method to pay rent 3.5 clarify with customers their understanding of how rents will be collected 3.6 set up payment method | | | |
| 4 Monitor the rent service | 4.1 create records and produce data in relation to the rent service 4.2 identify accounts which are in arrears 4.3 administer debt recovery procedures 4.4 record all action taken to recover rent | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Manage Temporary Accommodation

Unit reference number: A/600/3220

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about obtaining, monitoring and managing temporary accommodation, including bed and breakfast accommodation. Customers could include families as well as individuals with specific needs.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1 | Understand legal, organisational policies and procedures for administering temporary accommodation | 1.1 identify the legal and organisational policies and procedures for administering temporary accommodation 1.2 identify requests for temporary accommodation which are urgent and need prioritising | | | |
| 2 | Organise the provision of temporary accommodation | 2.1 gather up-to-date information on available temporary accommodation 2.2 identify suitable accommodation which meets organisational and statutory requirements 2.3 assess the needs, suitability and eligibility of customers 2.4 identify problems or adjustments needed to meet customers' needs and accommodation requirements 2.5 give advice and information to customers 2.6 organise temporary accommodation with landlords to meet the needs of customers 2.7 select and complete the appropriate documentation 2.8 explain the appeals and complaints procedure to customers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-----------------------------------|---|---------------|---------------------|------|
| 3 Monitor temporary accommodation | 3.1 check with involved parties that temporary accommodation remains suitable 3.2 identify what actions could be taken to resolve any issues | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Deal with Customers by Telephone

Unit reference number: Y/600/0583

Level: 2

Credit value: 7

Guided learning hours: 70

Unit summary

This unit is about the skills and competences needed when dealing with a customer 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.

Whilst verbal communication is important, focus on the customer and the rapport that is formed also depends on the learner's skills with the telephone system and any information accessed whilst on the telephone to the customer.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Use the telephone system effectively | 1.1 operate the telephone equipment efficiently and effectively 1.2 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 1.3 speak clearly and slowly to allow for the possibility that reception on the telephone line may not be perfect 1.4 adapt their speech to meet the individual needs of their customer 1.5 control the length of the conversation if the call is costing their customer money 1.6 ensure that promises to call back are kept | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Plan and make focussed telephone calls to their customer | 2.1 anticipate their customer’s expectations and assemble all the information they might need before their conversation with the customer 2.2 plan the opening part of their conversation with their customer and anticipate their possible responses 2.3 plan the objective of their call and the way in which they expect the call to end 2.4 open the conversation positively and establish a rapport with their customer 2.5 ensure that their customer is aware of the purpose of their call as early as possible 2.6 respond positively to queries and objections from their customer 2.7 summarise the outcome of the call and any actions that they or their customer will take as a result 2.8 listen carefully when collecting information from their customer so that they do not make mistakes or have to keep repeating the question | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------------------------|--|---------------|---------------------|------|
| 3 Handle incoming calls effectively | 3.1 greet their customer following their organisation's guidelines 3.2 listen closely to their customer to identify their precise reason for calling and what they are seeking as the outcome of the call 3.3 identify all the options they have for responding to their customer, weigh up the benefits and drawbacks of each 3.4 choose the option that is most likely to lead to customer satisfaction within the service offer 3.5 summarise the outcome of the call and any actions that they or their customer will take as a result 3.6 select the appropriate information they need to record and store following their organisation's guidelines 3.7 take a clear message for a colleague if they are unable to deal with some aspect of their customer's expectations 3.8 put their customer on hold and ensure they cannot be heard if they are discussing action with others or calling a colleague | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know and understand how to competently deal with customers by telephone | 4.1 show that they know and understand the importance of speaking clearly and slowly when dealing with customers by telephone 4.2 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 4.3 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 4.4 show that they know and understand their organisation's guidelines and procedures for the use of telephone equipment 4.5 show that they know and understand their organisation's guidelines and procedures for what should be said during telephone conversations with customers 4.6 show that they know and understand what details should be included if taking a message for a colleague 4.7 show that they know and understand how to operate the organisation's telephone equipment 4.8 show that they know and understand the importance of keeping their customer informed if they are on hold during a call | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | 4.9 show that they know and understand the importance of not talking over an open telephone 4.10 show that they know and understand their organisation's guidelines for handling abusive calls | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Support the Customer's Engagement with the Local Community Through Identification of Support Networks and Development Opportunities

Unit reference number: F/600/3221

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

Customers could be those requiring support to access learning or development opportunities as a result of changed circumstances, young people leaving foster care, on individuals with sudden and acute illness or disability or whose condition may be expected to deteriorate over time.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1 | Know the organisation's policies and procedures in relation to providing support for customers to access development opportunities | 1.1 identify the organisation's policies and procedures in relation to providing support for customers to access development opportunities 1.2 explain how this applies to their own job role 1.3 identify the range of available opportunities and provision within the community | | | |
| 2 | Understand how community opportunities can contribute to a customer's development | 2.1 identify how access to learning and development opportunities affect a customer's quality of life 2.2 identify what might affect a customer's choices 2.3 describe communication strategies to support customers to express their needs and wishes and make decisions | | | |
| 3 | Support customers to access development opportunities | 3.1 research and maintain information on development opportunities 3.2 provide advice and guidance about development opportunities 3.3 support customers to achieve identified development needs 3.4 review progress with customers 3.5 identify how to provide additional support | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Arrange and Facilitate Meetings with Housing Customers and Others

Unit reference number: L/600/3223

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about the competencies required for arranging and conducting meetings with customers and others, either as individuals or in groups.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Know the organisation's procedures for arranging meetings | 1.1 identify the organisation's policies and procedures for arranging meetings | | | |
| 2 | Arrange meetings | 2.1 confirm date, purpose and venue of the meeting with relevant parties 2.2 organise arrangements with venue which comply with health and safety 2.3 identify participants to attend the meeting 2.4 provide participants with relevant information prior to the meeting 2.5 collate relevant information prior to the meeting 2.6 state what equipment could be used at meetings | | | |
| 3 | Understand techniques for facilitating meetings | 3.1 identify ways to encourage participation 3.2 identify ways to manage conflicting opinions | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-----------------------|--|---------------|---------------------|------|
| 4 Facilitate meetings | 4.1 manage the timing of the meeting 4.2 clarify purpose and aims of the meeting 4.3 facilitate discussion and decision making 4.4 ask questions to seek clarification 4.5 summarise outcomes of the meeting 4.6 ensure accurate minutes are recorded 4.7 identify outcomes of the meeting 4.8 ensure minutes are distributed to participants | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Work with Customers and Groups to Develop the Community

Unit reference number: R/600/3224

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit covers the competencies required for promoting greater customer involvement in the development and regeneration of the local community.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Know the organisation's policy and procedures for community involvement | 1.1 identify the organisation's policies and procedures for working with community groups and external agencies 1.2 explain how these apply to their own job role 1.3 identify the range, role and responsibilities of relevant organisations and groups operating within the community | | | |
| 2 Know techniques for effective community involvement | 2.1 identify methods for promoting community involvement 2.2 identify the barriers which prevent customers from becoming involved in the community 2.3 state the importance of community groups and networks 2.4 identify methods for involving customers in the community | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Encourage participation in the community | 3.1 explain the benefits of community involvement to customers 3.2 encourage customers to be involved in community activities 3.3 explore with customers options for their involvement | | | |
| 4 Develop community activities | 4.1 establish relationships with existing community groups 4.2 collaborate with customers to establish and manage activities 4.3 organise community activities which comply with health and safety requirements. | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: **Develop and Sustain Partnership Working Arrangements in a Housing Environment**

Unit reference number: Y/600/3225

Level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Know the organisation's policies and procedures, in relation to partnership working | 1.1 identify the organisation's policies and procedures for partnership working 1.2 identify formal and informal agreements in place with relevant organisations 1.3 explain how these apply to their own job role | | | |
| 2 Develop and sustain partnership working | 2.1 promote and explain the services provided by their own organisation to relevant partners 2.2 state the roles and responsibilities of different individuals and organisations involved in partnership working 2.3 explain how and when sensitive information should be shared with other organisations 2.4 identify methods for dealing with conflicts and difficulties that might arise with partnership working 2.5 review with others the effectiveness of partnership working 2.6 identify opportunities to work with other organisations to improve services 2.7 share the findings with relevant colleagues | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Develop and Promote Customer Involvement in a Housing Organisation

Unit reference number: D/600/3226

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about developing and promoting customer involvement in the organisation to help the organisation meet the needs of its customers.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Know the organisation's policies and procedures relating to the involvement of customers | 1.1 identify the organisation's policies and procedures relating to customer involvement in the organisation 1.2 explain why it is important to involve customers 1.3 identify how customers can become involved in the organisation 1.4 identify the barriers which prevent customers from becoming involved in the organisation 1.5 identify how to reduce barriers to customer involvement in the organisation | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Develop customer involvement in the organisation | 2.1 evaluate the participation of customers in the organisation 2.2 develop and implement ways in which customers can become involved 2.3 advise customers about realistic options for their involvement in the organisation 2.4 agree the customers' role in their involvement with the organisation 2.5 consult with customers on organisational issues 2.6 review customer involvement to develop future participation | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 22: Contribute to the Development, Implementation and Review of Support Plans with Individuals Within a Housing Environment

Unit reference number: H/600/3227

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is about developing, implementing and reviewing support plans. Individuals are the customers you are working with.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1 | Know the organisation's policies and procedures in relation to support plans | 1.1 identify the organisation's policies and procedures in relation to support plans 1.2 explain how these relate to their own job role 1.3 state the other parties involved, and their responsibilities, in relation to support plans 1.4 identify when customers might need to be referred to other organisations or colleagues about the support plan | | | |
| 2 | Contribute to the development of support plans | 2.1 involve customers and key people/organisations in the decision-making process 2.2 agree the content of support plans with the customer and key people 2.3 check that the customer and key people understand the content of the support plan and the appeals and complaints procedures | | | |
| 3 | Implement the support plan | 3.1 explain why it is important to read the support plan 3.2 identify potential health and safety risks and ways to minimise those risks 3.3 collaborate with the customer to carry out support plan activities 3.4 complete documentation relating to the implementation of the support plan | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Contribute to the review of the support plan | 4.1 review with the customer and key people the effectiveness of the support plan 4.2 agree amendments to the support plan 4.3 ensure amendments are recorded accurately | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Support Social and Personal Development Needs of Customers Within a Housing Environment

| | |
|-------------------------------|------------|
| Unit reference number: | K/600/3228 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 25 |

Unit summary

This unit is about supporting individuals to acquire, retain and develop skills to manage their lives and environment.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Know the organisation's policies and procedures in relation to supporting social and personal development needs</p> | <p>1.1 identify the organisation's policies and procedures in relation to supporting social and personal development needs</p> <p>1.2 explain how these relate to their own job role</p> <p>1.3 state the other parties involved, and their responsibilities, in relation to supporting social and personal development needs</p> <p>1.4 identify when customers might need to be referred to other organisations or colleagues</p> | | | |
| <p>2 Understand the social and personal development needs of customers</p> | <p>2.1 identify where to access information about the social and personal needs of an individual customer</p> <p>2.2 describe how physical, emotional and health conditions affect customers' needs</p> <p>2.3 describe how to involve customers to express their personal and social development needs</p> <p>2.4 identify potential dilemmas and conflicts in providing services to meet customers' needs and wishes</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Support social and personal development needs of customers | 3.1 show interaction with customers that demonstrates active support and respect for customers' wishes in implementing services to meet their social and personal development needs 3.2 work with customers at their own pace 3.3 ensure that the customer fully understands services to be provided 3.4 ensure risk assessment has been conducted and is followed 3.5 explain to customers their rights and responsibilities | | | |
| 4 Monitor and keep records of the support given | 4.1 review and monitor the support provided with customers and key people 4.2 provide accurate records about the social and personal needs of customers | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Help Customers to Move and Settle into New Living Environments

| | |
|-------------------------------|------------|
| Unit reference number: | M/600/3229 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 25 |

Unit summary

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 and hospital or drugs rehabilitation centres.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Understand legislation for moving customers into new living environments | 1.1 identify legislation in relation to moving customers into new living environments 1.2 explain how this applies to their own job role | | | |
| 2 | Know the organisation's policies and procedures for resettlement to new living environments | 2.1 identify the organisation's policies and procedures in relation to moving and settling into new living environments 2.2 state the roles and responsibilities of other parties involved in the process 2.3 identify the factors which affect the organisation's capacity to fully meet customer expectations | | | |
| 3 | Arrange accommodation | 3.1 work with colleagues to source suitable accommodation 3.2 confirm suitability of accommodation with customer and key people 3.3 plan the stages for the change with the customer and key people 3.4 support customers to identify practical steps to facilitate the move | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Support the customer in the new living environment | 4.1 explore with customer the impact of the new living environment 4.2 record the impact of the new living environment with the customer 4.3 inform customers of complaints and appeals procedures | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: **Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment**

Unit reference number: D/600/3288

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about contributing to the assessment of danger, harm and abuse 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.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1 | Understand the legislation and codes of practice in relation to safeguarding individuals from harm, abuse, exploitation and discrimination | 1.1 identify the legislation and codes of practice relating to safeguarding individuals from harm, abuse, exploitation and discrimination 1.2 explain how these apply to their own job role 1.3 state the roles and responsibilities of others involved in 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 | 2.1 identify organisational policies and procedures relating to safeguarding individuals from harm, abuse, exploitation and discrimination 2.2 explain how these apply to their own job role 2.3 identify when and to whom a referral should be made when there are concerns about an individual | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Know how to recognise signs of harm, abuse, exploitation and discrimination | 3.1 explain the main types of harm, abuse, exploitation and discrimination which may be encountered in a housing environment 3.2 describe what factors can contribute to an individual being vulnerable to harm, abuse, exploitation and discrimination 3.3 identify information sources in order to assess potential or actual risk 3.4 explain the possible signs that an individual has or is being harmed or abused | | | |
| 4 Recognise how, harm, abuse, exploitation and discrimination can affect individuals | 4.1 identify the ways in which harm, abuse, exploitation and discrimination can affect the wellbeing of individuals 4.2 explain how power and influence can be used to exploit individuals 4.3 explain how people who harm and abuse individuals conceal what is happening 4.4 identify the difficulties an individual may have in talking about harm and abuse issues 4.5 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 | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Respond to harm, abuse, exploitation and discrimination | 5.1 contribute to risk assessment in relation to referrals made in respect of harm, abuse, exploitation and discrimination 5.2 show interaction with individuals to help them identify how to minimise risk of harm, abuse, exploitation and discrimination 5.3 explain how to respond and what actions should be taken if it is suspected that an individual has or is being harmed or abused 5.4 explain how to respond and what action should be taken if an individual discloses that they are being harmed or abused 5.5 identify the appropriate person to report to and seek advice from 5.6 describe how to record ethically and effectively using the organisation's policy 5.7 describe how to prevent valid evidence becoming contaminated | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Direct Work with Customers who Use a Housing Service

Unit reference number: H/600/3230

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is about working with customers who may have additional needs, as well as working with their carers and families. Customers with additional needs could include those with mental health needs, learning disabilities, physical disabilities or those needing specialist support. The term 'customer' is used in this unit to denote service user/client rather than practitioners or other.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 1 | Understand legislation and guidelines to working with specific customers | 1.1 | identify legislation and guidelines that relate to customers who use their housing service | | | |
| | | 1.2 | explain how these apply to their own job role | | | |
| 2 | Know the organisation's policies and procedures relating to working within boundaries with customers | 2.1 | identify the organisation's policies and procedures relating to working within boundaries with customers | | | |
| | | 2.2 | explain their own job role and boundaries | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Apply policies and procedures to work within relevant boundaries with customers | 3.1 explain to customers the boundaries of their role and responsibilities 3.2 negotiate with customers the purpose, frequency and methods of contact 3.3 check customers' understanding of the contact 3.4 produce records of the agreements reached 3.5 show that you have kept contact with customers 3.6 explain how you would respond to customers exhibiting challenging behaviour 3.7 advise customer about other organisations/services available 3.8 explain to the customer the complaints and appeals procedure 3.9 review with customers the effectiveness of the contact 3.10 identify what improvements can be made to the contact within their own work boundaries | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 27: Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations

| | |
|-------------------------------|------------|
| Unit reference number: | Y/600/3290 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 25 |

Unit summary

Service users may be nearly or actually housebound, may be receiving long-term care away from their home, may have restrictions placed on their freedom and movement, or maybe individuals who are isolated by communication differences or through emotional distress.

The worker supports the individual in maintaining social contacts by offering encouragement and practical assistance and through obtaining information. The importance of respecting the individual's needs and wishes about maintaining and developing contacts and interests is highlighted.

The worker is expected to show an awareness of the boundaries that their role places on the service user/worker relationship and to recognise and deal with tensions that may arise between the rights and interests of the individual and the responsibilities of the worker within the care plan.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Understand their role and responsibilities when developing relationships with customers | 1.1 identify their own work boundaries in developing relationships with customers 1.2 identify where to access information and support about their own job roles and responsibilities when developing relationships with customers 1.3 explain why it is important that customers are as self-managing as possible | | | |
| 2 | Understand the challenges faced when working with customers in isolating situations | 2.1 identify the factors which cause customers to become isolated 2.2 describe methods of encouraging customers to reduce isolation 2.3 describe how to respond to a situation where the customer chooses not to engage 2.4 explain how to respond when a customer expresses an interest which conflicts with your personal beliefs or is illegal | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Work with customers to maintain and establish contacts and interests | 3.1 support customers to identify their needs and interests 3.2 provide customers with information, advice and guidance on establishing and maintaining contacts and interests 3.3 support customers to establish or maintain contacts and interests 3.4 review with the customer the effectiveness of the support provided 3.5 produce accurate records | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 28: Provide Support to Customers to Reduce the Risk of Homelessness

Unit reference number: M/600/3294

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

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.

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 1 | Understand the legislation which relates to homelessness | 1.1 | identify the legislation which relates to homelessness | | | |
| | | 1.2 | explain how it applies to their own job role | | | |
| 2 | Know the organisation's policies and procedures in relation to reducing the risk of homelessness | 2.1 | identify the organisation's policies and procedures for dealing with customers at risk of homelessness | | | |
| | | 2.2 | identify why customers may become homeless | | | |
| | | 2.3 | identify the housing options available to customers who are at risk of homelessness | | | |
| | | 2.4 | describe the importance of gaining permission to share sensitive information with other organisations and the implications of customer refusal | | | |
| 3 | Support customers to prevent homelessness | 3.1 | contribute to risk assessment in relation to referrals made in respect of homelessness | | | |
| | | 3.2 | work with customers and others to enable all to understand how to reduce the risk of homelessness | | | |
| | | 3.3 | state what other organisations are involved in the prevention of homelessness | | | |
| | | 3.4 | inform customers about what needs to be recorded | | | |
| | | 3.5 | provide information and advice on housing options | | | |
| | | 3.6 | review with customer the advice and support received to prevent homelessness | | | |
| | | 3.7 | produce accurate records | | | |

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Plan, Allocate and Monitor Work of a Team

Unit reference number: Y/600/9669

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Be able to plan work for a team | 1.1 agree team objectives with own manager 1.2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team | | | |
| 2 | Be able to allocate work across a team | 2.1 discuss team plans with a team 2.2 agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 2.3 agree standard of work required by team | | | |
| 3 | Be able to manage team members to achieve team objectives | 3.1 support all team members in order to achieve team objectives | | | |
| 4 | Be able to monitor and evaluate the performance of team members | 4.1 assess team members' work against agreed standards and objectives 4.2 identify and monitor conflict within a team 4.3 identify causes for team members not meeting team objectives | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Be able to improve the performance of a team | 5.1 identify ways of improving team performance 5.2 provide constructive feedback to team members to improve their performance 5.3 implement identified ways of improving team performance | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Support Team Members in Identifying, Developing and Implementing New Ideas

Unit reference number: L/600/9636

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1 | Be able to develop team ideas and develop the creativity of team members | 1.1 | encourage team members to identify ideas | | | |
| | | 1.2 | record team members' ideas | | | |
| 2 | Be able to assess the viability of team members' ideas | 2.1 | assess with team members the potential benefits and risks associated with an idea, and the resources required | | | |
| 3 | Be able to support team members to implement ideas | 3.1 | explain how to support team members in submitting formal proposals for approval | | | |
| | | 3.2 | explain to team members how to identify and overcome barriers to implementing an idea | | | |
| 4 | Be able to implement team ideas | 4.1 | monitor the implementation of ideas by own team | | | |
| | | 4.2 | communicate the progress of implementation to relevant others own organisation | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Set Objectives and Provide Support for Team Members

Unit reference number: M/600/9600

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Be able to communicate a team's purpose and objectives to the team members | 1.1 describe the purpose of a team 1.2 set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 1.3 communicate the team's purpose and objectives to its members | | | |
| 2 | Be able to develop a plan with team members showing how team objectives will be met | 2.1 discuss with team members how team objectives will be met 2.2 ensure team members participate in the planning process and think creatively 2.3 develop plans to meet team objectives 2.4 set SMART personal work objectives with team members | | | |
| 3 | Be able to support team members identifying opportunities and providing support | 3.1 identify opportunities and difficulties faced by team members 3.2 discuss identified opportunities and difficulties with team members 3.3 provide advice and support to team members to overcome identified difficulties and challenges 3.4 provide advice and support to team members to make the most of identified opportunities | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 4 | Be able to monitor and evaluate progress and recognise individual and team achievement | 4.1 monitor and evaluate individual and team activities and progress 4.2 provide recognition when individual and team objectives have been achieved | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Address Performance Problems Affecting Team Members

Unit reference number: F/600/9679

Level: 4

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1 | Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance | 1.1 identify legal requirements, industry regulations, organisational policies and professional codes concerning performance 1.2 explain limits of own authority relating to performance problems | | | |
| 2 | Be able to identify performance problems of team members | 2.1 assess team members' performance against performance criteria 2.2 evaluate causes of identified performance problems | | | |
| 3 | Be able to discuss performance problems with team members | 3.1 identify performance problems to the attention of the team member concerned 3.2 explain an organisation's policies for managing performance problems to the team member concerned 3.3 develop a confidential record of discussions with team members about problems affecting their performance | | | |
| 4 | Be able to set a course of action to deal with identified problems with team members | 4.1 explain and discuss alternative courses of action with the team member concerned 4.2 identify the course of action with the team member concerned 4.3 review and revise confidential records of discussions with team members about problems affecting their performance | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Support Learning and Development Within Own Area of Responsibility

Unit reference number: M/600/9676

Level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to identify the learning needs of colleagues in own area of responsibility | 1.1 identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills 1.2 prioritise learning needs of colleagues 1.3 produce personal development plans for colleagues in own area of responsibility | | | |
| 2 Understand how to develop a learning environment in own area of responsibility | 2.1 explain the benefits of continual learning and development 2.2 explain how learning opportunities can be provided for own area of responsibility | | | |
| 3 Be able to support colleagues in learning and its application | 3.1 identify information, advice and guidance to support learning 3.2 communicate to colleagues to take responsibility for their own learning 3.3 explain to colleagues how to gain access to learning resources 3.4 support colleagues to practise and reflect on what they have learned | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to evaluate learning outcomes and future learning and development of colleagues | 4.1 examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes 4.2 support colleagues when updating their personal development plan | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors

Unit reference number: A/502/7524

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

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

Assessment requirements/evidence requirements

Please refer to the Asset Skills assessment principles, which can be found in *Annexe C*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Know employer and employee rights, responsibilities and own organisational procedures | 1.1 state employer and employee rights and responsibilities under employment law, including Equality Act, Health & Safety and other relevant legislation 1.2 state importance of having employment rights and responsibilities 1.3 describe organisational procedures for health & safety, including documentation 1.4 describe organisational procedures for equality & diversity, including documentation 1.5 identify sources of information and advice on employment rights and responsibilities | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Know factors that affect own organisation and occupation | 2.1 describe the role played by own occupation within organisation and industry 2.2 describe career pathways available to them 2.3 state types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry 2.4 identify sources of information and advice on own industry, occupation, training and career 2.5 describe principles, policies and codes of practice used by own organisation and industry 2.6 describe issues of public concern that affect own organisation and industry | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

Useful publications

Related information and publications include:

- *Centre Handbook for Pearson NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Pearson website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Asset Skills
Sol House
29 St Katherine's Street
Northampton
NN1 2QZ

Telephone: 01604 233 336
Fax: 01604 233 573
Email: enquiries@assetskills.org
Website: www.assetskills.org

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs/competence qualifications through ensuring that their awarding is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment principles



**The Sector Skills Council
for Property Services, Housing, Cleaning Services
and Facilities Management**

the sector skills council for the places where we live and work

ASSESSMENT PRINCIPLES August 2010

POLICIES AND PRINCIPLES FOR AWARDING
ASSET SKILLS COMPETENCE UNITS IN THE QCF

Asset Skills
2nd Floor
Sol House
19 St Katherine's Street
Northampton
NN1 2QZ

Tel: 01604 233336
Fax: 01604 233573
E-mail: enquiries@assetskills.org
Website: www.assetskills.org

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1 INTRODUCTION

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted to the QCF by Asset Skills

ASSET SKILLS, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the Standards and Units and the Awards, Certificates and Diplomas based upon them.

2 ASSESSMENT PRINCIPLES FOR COMPETENCY BASED UNITS

2.1 *The following principles will apply to Awarding Organisations:*

- 2.1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- 2.1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks.

e.g. If the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- 2.1.3 Assessors can only assess in their acknowledged area of occupational competence.
- 2.1.4 Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- 2.1.5 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

3 SIMULATION AND WITNESS TESTIMONY FOR COMPETENCY BASED UNITS

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- 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

3.1 Simulation

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to 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 unit seeks to assess
- All simulations should follow these documented plans
- A centre's 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.

3.2 Witness Testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Organisation guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4 RECOGNITION OF PRIOR LEARNING AND EXPERIENCE

- 4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.
- 4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment
- 4.3 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.
- 4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

5 EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

- 5.1 Awarding organisations will operate a Risk Rating system of Approved Centres. This will be applied UK wide. Awarding organisations will provide details of their plans and criteria for risk rating at the time of qualifications' submissions.
 - 5.1.1 The Awarding Organisations will carry out risk assessment annually and risk rate each Approved Centre and will take appropriate action to ensure quality assurance is maintained.

6 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF EXTERNAL VERIFIERS

- 6.1 ASSET SKILLS aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications. ASSET SKILLS will work with the Awarding Organisations to implement a practical and cost effective external verification process that will strengthen the rigour and consistency of assessment.
- 6.2 The criteria will apply to existing and new External Verifiers.

6.3 Verification Competence

- 6.3.1 *Awarding Organisations will ensure that External Verifiers:*
 - Hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).
 - In England, Wales, Northern Ireland new External Verifiers must achieve unit V2 within 12 months of beginning external verification.
 - In Scotland ,all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.

6.4 Occupational Competence

All External Verifiers must

- 6.4.1 provide evidence of knowledge, understanding and application of the National Occupational Standards, Units of Assessment and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process.
 - 6.4.2 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 judgements about assessors' assessment processes and decisions. External verifiers' experience and knowledge could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
 - 6.4.3 have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
 - 6.4.4 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles
 - 6.4.5 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
 - 6.4.6 be aware of national issues affecting vocational education, training and qualifications in the sector.
 - 6.4.7 have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified.
 - 6.4.8 demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.
 - 6.4.9 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice
- 6.5 Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

7 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF INTERNAL VERIFIERS

- 7.1 Internal Verifiers are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 7.2 This criteria will apply to existing and new Internal Verifiers.
- 7.3 Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.
- 7.4 Internal Verifiers should be seen as the person responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:
- 7.4.1 Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors

Or:

- 7.4.2 Acting as a counter-signatory on a short term basis, a maximum period of 18 months, where Internal Verifier(s) have not yet achieved their V1 award.
- 7.5 Internal Verifiers will either:
- a Hold an appropriate internal verifier qualification (D34 or V1) , or be working towards a V1 qualification.
- In England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a Verifier who has gained certification.
 - In Scotland, all new Verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of V1 during centre visits
 - All new Internal Verifiers must hold units A1 and/or A2

Or:

- b Where employers opt for an '**employer direct**' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose between:

Achieving the appropriate regulatory body approved unit qualifications for internal verification

Or:

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

7.5.2 It is desirable that all Internal Verifiers hold a relevant qualification
Internal Verifiers will:

- 7.5.3 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 judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:
- curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- 7.5.4 have expertise so they have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- 7.5.5 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles
- 7.5.6 be prepared to participate in training activities for their continued professional development
- 7.5.7 demonstrate their ability to maintain occupational competence by continuous professional development
- 7.5.8 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
- 7.5.9 have knowledge of the requirements and application of the Asset Skills Assessment Principles
- 7.5.10 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice
- 7.6 Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development
- 7.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

8 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF ASSESSORS

- 8.1 This section is intended to assist Approved Centres in the recruitment of those individuals who will act as Assessors within the Approved Centre.
- 8.2 Assessors are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 8.2.1 They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.
- 8.3 *Assessors should be one of the following:*
- 8.3.1 Employed directly or contractually by the same organisation (centre) as the candidate

Or:

- 8.3.2 Acting as a counter signatory on a short term basis (18 months) where the Centre Assessor has not yet achieved their A1 or A2 awards.
- 8.4 *The Assessor should have the following:*
- Assessment Competence
- Either:
- 8.4.1
- a Hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor Awards.

- In England, Wales and Northern Ireland, new Assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.
- In Scotland, all new Assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.

Candidates in possession of a TQFE without having an appropriate A1 or A2 award should undertake continuing professional development to demonstrate that they are working to the appropriate A Unit standard.

Or:

- b Where employers opt for an '**employer direct**' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose between:

Achieving the appropriate regulatory body approved unit qualifications for assessment.

Or:

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

8.5 Occupational Competence

All assessors must

- 8.5.1 have verifiable relevant current 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' experience and knowledge could be verified by:
- possession of a relevant qualification
 - corporate membership of a relevant professional institution
- 8.5.2 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

- 8.5.3 have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of Assessment and these Assessment Principles
- 8.5.4 be prepared to participate in training activities for their continued professional development
- 8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development
- 8.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

November 2017

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