

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

First teaching June 2011



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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Publications Code BA027096

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BTEC Specialist qualification title covered by this specification

Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within the qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) 600/1893/8

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited as the knowledge component of the Level 2 Housing Apprenticeship.

Welcome to the Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from June 2011.

Focusing on the Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

This is an introductory, vocationally-related qualification for the housing sector.

The qualification is aimed at:

- people not currently working in housing but considering a frontline housing position as a career option
- tenants and residents wishing to explore housing issues to enhance their personal involvement with and understanding of housing issues
- people who are new to housing or employees in a frontline position who want to improve their general awareness of housing issues
- people working in housing who wish to attain an initial qualification in housing.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Asset Skills SSC.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what learners must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificates

Edexcel BTEC Level 2 Certificates provide an introduction and extend the work-related focus to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

The Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills, including personal skills, and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 Certificate in Housing Practice (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)

The Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) is a 13 credit and 102 guided learning hour (GLH) qualification. Learners must pass all four mandatory units in order to achieve the qualification.

Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)			
Unit	Mandatory units	Credit	Level
1	Housing Provision and Housing Organisations	4	2
2	Customer Care in the Housing Context	3	2
3	Careers and Opportunities in Housing	3	2
4	Developing Skills for Working in Housing	3	2

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) must be committed to ensuring the quality of the units and qualification they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers
- quality review of centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This

requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional Skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of BTEC Specialist qualification rules of combination. Functional Skills are offered as stand alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement 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 Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) is accredited on the QCF for learners aged 16 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ 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.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Housing Provision and Housing Organisations	15
Unit 2: Customer Care in the Housing Context	21
Unit 3: Careers and Opportunities in Housing	29
Unit 4: Developing Skills for Working in Housing	35

Unit 1: Housing Provision and Housing Organisations

Unit code: D/602/1225

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit requires learners to understand what housing is. Learners will consider different types of housing organisations, the relationship between landlord and tenant and the range of services they offer in the housing context.

Unit introduction

This unit gives learners the opportunity to gain a basic understanding of the different types of housing provision.

Learners will examine the relationship between the different types of landlord and their tenants within the rental sector. They will explore housing providers and the services they offer and how these are funded.

Learners will also gain a basic understanding of the statutory bodies, which regulate housing providers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand different types of housing provision	1.1 describe different forms of housing provision and tenure in the UK 1.2 explain the key features of the main tenures
2 Know about the relationship between landlord and tenant	2.1 describe the different types of landlord in the rental sector 2.2 describe the relationship between different types of landlord and their tenants
3 Know about the range of services housing organisations provide	3.1 outline the range of housing organisations 3.2 outline the range of services housing organisations provide 3.3 identify other organisations that work with housing providers to deliver services to tenants
4 Know how housing organisations are regulated and funded	4.1 identify the statutory bodies that regulate housing providers 4.2 list ways of paying for housing

Unit content

1 Understand different types of housing provision

Housing provision: accommodation requirements of specific groups eg those on low incomes, students, families with children, older people, and people with special needs and disabilities; types of housing eg houses, flats, hostels and House in Multiple Occupation (HMOs)

Tenure: home ownership; social rented housing; private rented housing; types of tenancy eg assured shorthold tenancies, statutory period tenancies, assured tenancies

2 Know about the relationship between landlord and tenant

Types of landlord in the rental sector: local authority; housing association; private rental landlords; social rental landlords

Relationship between landlord and their tenants: rights and responsibility of landlord eg health and safety, building repairs, insurance; rights and responsibility of tenants eg payment, respect of property, adhering to tenancy agreement

3 Know about the range of services housing organisations provide

Housing organisations: local authority; housing association eg Rowntrees, Peabody Estates, Shelter, Centrepoint, registered social landlords, Arms Length Management Organisations (ALMOs); registered housing providers; The Housing Corporation

Services provided: meeting the needs of eligible households eg low cost housing, subsidised housing, adapted homes for the elderly or less able, emergency accommodation because of domestic violence at home, young people leaving local authority care, supported or sheltered homes for people recovering from drug, alcohol or mental health problems

Other organisations that work with housing providers: eg medical associations, social services, education providers, police

4 Know how housing organisations are regulated and funded

Statutory bodies: regulators and policy eg Sector Skill Councils (SSC), Strategic Housing Market Assessment (SHMA), Local Development Framework (LDF); Regional Housing Strategy (RHS); Regional Spatial Strategies (RSS); Tenant Services Authority (TSA); funding eg local authority funding, rent rebates, Disabled Facilities Grant (DFG)

Essential guidance for tutors

Delivery

Delivery of this unit should include a mixture of theory and practical activity. Tutors should provide information on housing provision, housing organisations and regulatory policies.

Learners might find it useful to work in pairs or small groups to explore the key features of the main tenures and the more complex areas of landlord and tenant rights and responsibilities.

Inviting visiting speakers from local authorities and not-for-profit housing associations to discuss areas such as tenure, landlord and tenant relationships and best practice would enable learners to listen first hand to how organisations work within a community. This would also enable learners to put pre-prepared and spontaneous questions to the speakers.

Carrying out internet research would be another way in which learners could gather information about the main types of housing organisations and providers and the services they deliver. It will also give them access to the policies which underpin regulation and funding.

Assessment

The assessment criteria specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome. A variety of assessment methods could be used.

For 1.1 and 1.2, learners should describe all the different forms of housing provision operating nationally and explain the key features of the main tenures.

For 2.1 and 2.2, learners should know the different types of landlord in the rental sector and the different relationships between landlord and tenant in each case. This would include the rights and responsibilities on both sides.

For 3.1, 3.2 and 3.3, learners should show a broad knowledge of housing organisations and the services they provide. They should also have a basic knowledge of other working partnerships within the community such as medical associations and social services.

For 4.1 and 4.2, learners need to know who the statutory regulators of housing providers are. This should include a basic knowledge of the policies in place to ensure housing providers are fit for purpose.

Evidence for each assessment criteria might be presented in writing or using IT, in a variety of forms such as a leaflet, booklet or article, or may be identified and described in an interview with the tutor who would then complete a witness statement. Alternatively, learners may produce a Power Point presentation of all their evidence, presented to the tutor or the group and accompanied by a signed witness statement from the tutor.

Essential resources

No essential resources are needed for this unit.

Indicative resource materials

Journals

Inside Housing

Weekly journal with job vacancies

Why Housing?

Published by Inside Housing in association with the Chartered Institute of Housing (CIH), also downloadable from CIH website

Websites

www.cih.org

Chartered Institute of Housing

www.emmaus.org.uk

Emmaus UK – charity for homelessness

www.insidehousing.co.uk

Inside Housing

www.notjustadeskjob.co.uk

CIH – entry to a career in housing

www.shelter.org.uk

Shelter – charity for homelessness

Unit 2: Customer Care in the Housing Context

Unit code: H/602/1226

QCF Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit requires learners to demonstrate an understanding of equality and diversity and an awareness of the needs of different audiences within the housing context.

Unit introduction

This unit aims to develop and broaden learners' understanding of customer care within the housing context. Learners will look into different customer groups and the specific needs that each may have. Learners will develop their knowledge of the principles of equality and diversity and the associated policy and legislation.

The principles of customer care, including the importance of confidentiality, will be explored as well as appropriate ways of responding to customers in difficult circumstances.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the diverse range and needs of customers	1.1 list the different customers of a housing organisation 1.2 identify the different needs of customers (for example, people with sight or hearing impairment, cultural or religious needs, mental health awareness, different tenancies, socio/economic background and individual preferences)
2 Understand the principles of equality and diversity	2.1 explain the principles of equality and diversity 2.2 outline the main provisions of equality and diversity policy and legislation
3 Understand the principles of customer care	3.1 describe the principles of customer care 3.2 explain the importance of confidentiality in customer care 3.3 describe appropriate ways of responding to customers in difficult circumstances (for example, angry customers, customers in distress)

Unit content

1 Know the diverse range and needs of customers

Customers of a housing organisation: prospective rental customers eg those wishing to rent a private property, those wishing to rent a council property; prospective purchasers eg through FirstBuy, shared ownership, shared equity or key worker schemes; current rental customers in private or council properties; current purchasers eg through FirstBuy, shared ownership, shared equity or key worker schemes

Customer needs: physical problems eg sight impairment, hearing impairment, speech impairment, use of a wheelchair; awareness of mental health issues; types of tenancy eg assured shorthold tenancy, assured tenancy, regulated tenancy; socio-economic background of customers eg unemployed, homeless, asylum seeker, refugee, single parent, ex-offender, ex-Armed forces, key worker; cultural or religious needs; personal preferences

2 Understand the principles of equality and diversity

Principles of equality and diversity: fairness and non identical treatment; meeting of individual needs; respect for differences; non-discriminatory approaches; inclusion of all individuals and groups in services eg provision of documentation in Braille or audio formats, provision of interpreter, private area for confidential enquiries

Equality and diversity policy and legislation: main features of current and relevant legislation relating to equality and diversity eg Equality Act 2010, Public Sector Equality Duty (PSED), Equality Impact Assessments; other current legislation relating to equality and diversity eg Equality Duty 2010, Race Relations 1976 and 2001

3 Understand the principles of customer care

Principles of customer care: meeting customer expectations; identifying customer needs; providing information and advice; friendly and professional behaviour; providing assistance and help; dealing with special needs; dealing with problems

Confidentiality in customer care: types of confidential problems eg specific requirements for personal needs, money issues, bereavement, changes in circumstances, problems with neighbours, harassment, discrimination, complaints about service; ways of responding eg provision of private area for discussion, keep information discreet, inform on 'need to know' basis only, problems caused by spreading gossip, potential repercussions for a customer of confidential information being revealed; implications of the current Data Protection Act and confidentiality of customer information

Responding to customers in difficult circumstances: types of difficult circumstances eg customers angry about a contract, money owed or money taken, customers angry or upset about a neighbourhood dispute, customers distressed following a bereavement, family illness or other personal problems, customer with mental health issues behaving irrationally; provision of private area for discussion; use of body language in responding eg calming gestures such as palms down, keeping posture non-aggressive, facial expression, tone of voice, positive listening; identification of reasons for customer attitude; recording of details; ensuring action taken; empathy whilst remaining calm, in control and professional at all times

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to understand the importance of customer service as part of good practice within the housing sector. Perspectives on good customer service gained through engaging with customers, employers and employees, rather than through a purely theoretical context, are key. This should be made possible by learners serving customers and working with other customer service deliverers, where possible, and through the use of guest speakers and video/CD training programmes.

Learners need to identify customer needs and expectations through practical activities and scenarios. Role play can be undertaken in groups of three, where one learner plays the housing department member of staff, one plays the customer and one observes and gives feedback on performance, with suggestions of other ways in which the customer might have been dealt with, before they swap roles.

Group work can include thought shower sessions to identify a range of service situations, encouraging learners to understand the importance of balancing the needs of customers with those of the organisation for example putting the customer before the procedure.

Delivery needs to include case studies, where learners have to manage customer relationships in a positive way for example by setting up scenarios, where learners must cope with aggressive or emotional customers, taking the interview through to a positive outcome.

Video clips on customer service can be accessed via the internet and video training packages can be bought in if required.

Learners can be set the task of carrying out an Equality Impact Assessment within their own workplace, if appropriate, and feed back the results to the group for further discussion.

Learners can carry out research projects, either individually or in groups, in which they research the legislation relating to equality and diversity. The results can be brought together and presented back to the rest of the group, followed by discussion.

Assessment

The assessment criteria specify the standards learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be met in order to pass the learning outcome. A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits. Learning outcomes may be assessed individually or brought together into one coherent task which generates the required evidence. For example, learners could produce a booklet of information and instructions for staff new to customer service. Another alternative could be an extended Power Point presentation in which learners use their slides as the basis for a verbal presentation, witnessed by the tutor and signed off via a signed witness statement.

For 1.1 learners must identify at least two different customers of a housing organisation and for 1.2 they should identify at least two different customer needs.

For 2.1 and 2.2, learners need to focus on the main principles of equality and diversity and an overview of current legislation. Their evidence should be of a complexity sufficient for a level 2 qualification.

In order to achieve 3.1, learners should be able to describe at least two principles of customer care and for 3.2 explain at least two facts relating to the importance of confidentiality in customer care, one of which should highlight the relevant legislation. Assessment criterion 3.3 gives learners an ideal opportunity to demonstrate how to respond to customers in two different difficult circumstances through a role play. However, tutors and learners may feel that this can best be assessed through a descriptive answer, either in writing or via individual interview with a signed witness statement from the tutor.

Essential resources

No essential resources are needed for this unit.

Indicative resource materials

Textbooks

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann, 2007)
ISBN 139780435465292

Carlaw P and Deming V K – *The Big Book of Customer Service Training Games*
(McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty*
(Prentice Hall, 2010) ISBN 139780135063972

Journals

Customerfirst Institute of Customer Service

Websites

www.cfa.co.uk	Council for Administration
www.cih.org	Chartered Institute of Housing
www.communitiesscotland.gov.uk	The Scottish Housing Regulator
www.direct.gov.uk	Public services
www.endeavourha.co.uk/customerservicestandards.php	Housing association websites, for customer service guidelines
www.englishpartnerships.co.uk	Homes and Communities Agency
www.firstrungnow.com/shared-ownership/	Information on shared ownership schemes
www.housing.org.uk	National Housing Organisation
www.housing.wales.gov.uk	Welsh Government

www.idea.gov.uk/idk

Local Government Improvement
and Development (section on
Equality and cohesion)

www.instituteofcustomerservice.com

Institute of Customer Service

www.nihe.gov.uk

Northern Ireland Housing Executive

www.richmond.gov.uk

Local government websites

Unit 3: Careers and Opportunities in Housing

Unit code: K/602/1227

QCF Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit requires learners to recognise different roles within a housing context and the knowledge and understanding needed to fulfil them.

Unit introduction

This unit will enable learners to study career opportunities within the housing sector, looking at the breadth of roles available and studying some of them in more depth. Learners are then encouraged to consider the knowledge and skills required for a chosen role within the sector, either paid or voluntary, and to ascertain the gap between their own level of skill and knowledge and that required.

Finally, learners must draw up a personal development plan aimed at addressing the gaps in their skills and knowledge and identifying suitable training, which might include formal study leading to further qualifications and/or in-house work shadowing or development.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about a range of paid and voluntary roles in the housing context	1.1 identify a range of roles within the housing sector 1.2 describe a number of different roles within the housing sector, both paid and voluntary
2 Understand the knowledge and skills required to work within the housing sector	2.1 identify the knowledge and skills necessary for a particular role, paid or unpaid 2.2 outline the qualifications, training and development opportunities that would be suitable for that role 2.3 assess the difference between own knowledge and skills and those required by a particular role
3 Understand how to plan personal development	3.1 assess individual knowledge and skills needs 3.2 develop a personal development plan

Unit content

1 Know about a range of paid and voluntary roles in the housing context

Roles within the housing sector: context eg house building and estate agency sectors, rented housing and social housing sectors; employers eg local authority, housing association, public sector, private sector

Paid job roles within housing: eg property management, organising repairs and maintenance, finance, bookkeeping, planning, administration, marketing and sales, office work, secretarial work, warden, caretaking, care services, IT, staff employment, training, providing advice on range of topics from obtaining benefits to energy conservation, legal rights and services, housing officer based in an office or on an estate, development officer

Voluntary job roles within housing: voluntary work in housing; working with charitable organisations; work in supported housing; work experience placements

2 Understand the knowledge and skills required to work within the housing sector

Knowledge and skills: academic qualifications required to enter the vocational sector eg English, Maths and IT; graduates without a relevant degree in housing start at entry level; graduates with a related degree such as Urban Studies or Geography may apply for a post-graduate Diploma in Housing; skills eg empathy, ability to deal with the public and housing customers, problem-solving skills, good organisational skills, IT skills

Qualifications, training and development within housing: professional qualifications from Level 2 Certificate in Housing, to Level 3 Certificate in Housing to Level 4 Diploma in Housing to degrees and post-graduate Diploma in Housing; different types of qualification such as NVQ, HNC; maintenance management and development qualifications from levels 2-4, developed by Chartered Institute of Building with the Chartered Institute of Housing; full-time study, part-time study, day release, distance learning; on-the-job training; apprenticeship opportunities; assessment of training needs; progression structure; contracts eg probationary or training contract, temporary contract, permanent contract; ways of finding out about job vacancies

Self-assessment: methods of evaluating own level of skill and knowledge; comparison with those required for an identified role in a housing organisation

3 Understand how to plan personal development

Personal development planning: summary of own level of skill and knowledge in work role; identification of aspirational role or roles within the housing organisation; identification of gaps and weaknesses in own level of skill and knowledge; identification of eg training needs, potential qualifications, work shadowing opportunities (internal and external) to the employing housing organisation; creation of personal development plan

Essential guidance for tutors

Delivery

Delivery of this unit should include a mixture of theory and practical activity. For learning outcome 1, learners should be encouraged to think widely around the context of the housing sector. A thought-shower in pairs or small groups could start the session, with the target of finding at least 20 different roles. These can then be shared in a plenary, leading to a discussion on the breadth of opportunity within the sector in which specialist housing staff are supported by those dealing with administration, IT services, human resources, catering etc.

The tutor could provide an input on the complexity of the structure of the sector and how housing now generally refers to rented and social housing, with construction and sales constituting separate business sectors.

Visiting speakers from local authority, not-for-profit housing associations and charities, such as Shelter or Emmaus would bring the topic to life for learners and allow them to put pre-prepared and spontaneous questions to the speakers.

Learners could carry out internet research of the information they need about a specific role within the housing organisation. It would also be useful to invite a speaker along to discuss progression routes and training and development opportunities. This could be a senior or middle manager, or HR representative, from either a local government housing department or housing association, either of whom would be able to give learners a broad overview required.

In order to create their personal development plans, learners are likely to need one-to-one discussions with the tutor. However, this could usefully be preceded by paired discussions in which learners can share ideas and begin to formulate their plans.

As much of this unit is of a personal nature, learners may need guidance in assessing their current level of competence and skill and also encouragement to look, for example, five or 10 years ahead, and begin to visualise their career progression.

Assessment

The assessment criteria specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome. A variety of assessment methods could be used.

For 1.1, learners should be able to identify at least two paid and two voluntary roles within the housing sector, and for 1.2 describe at least two of these roles (one paid and one voluntary) in more detail.

Learning outcome 2 asks learners to consider one specific role of their choice within the housing organisation, paid and unpaid. For 2.1, they then need to identify a total of at least two areas of knowledge and skills needed for the role, offering at least one of each. For 2.2, learners should be able to outline a set of qualifications, training and development opportunities, which might lead to their chosen role, to include an external qualification plus internal career development.

For 2.3 learners need to list the differences between their current level of knowledge and skills and those required for the role they have selected. At this stage, a simple list is sufficient since the training and development needs of the individual are then developed under 3.1 and 3.2. For these two final assessment criteria, learners should develop a coherent development plan, showing how they could bridge the identified gaps in knowledge and skills and an idea of the timescale for their development.

Evidence for the assessment criteria might be presented in a variety of forms, such as a leaflet, booklet or article, or may be identified and described in an interview with the tutor, who would then complete a witness statement. Alternatively, learners may produce a Power Point presentation of all their evidence, presented to the tutor or the group and accompanied by a signed witness statement from the tutor.

Essential resources

Access to IT resources is always helpful when learners are producing evidence and when they are carrying out further research around the topic.

Indicative resource materials

Textbooks

Fifty Lessons – *Managing Your Career (Harvard Lessons Learned)* (Harvard Business School Press, 2007) ISBN 9781422118610

Hanna SL, Radtke D and Suggett R – *Career by Design: Communicating Your Way to Success* (Prentice Hall, 2007) ISBN 9780132330909

Journals

Inside Housing	Weekly journal with job vacancies
Why Housing?	Published by Inside Housing in association with the Chartered Institute of Housing (CIH), also downloadable from CIH website

Websites

www.cih.org	Chartered Institute of Housing
www.emmaus.org.uk	Emmaus UK – charity for homelessness
www.insidehousing.co.uk	Inside Housing
www.notjustadeskjob.co.uk	CIH – entry to a career in housing
www.shelter.org.uk	Shelter – charity for homelessness

Unit 4: Developing Skills for Working in Housing

Unit code: M/602/1228

QCF Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit requires learners to understand housing related activities, the skills they will need to carry them out and an understanding of how they can gain these skills in the future.

Unit introduction

This unit gives learners the opportunity to develop many of the skills required to work in the housing sector. These are transferable skills which could be of practical use in many other sectors.

Learners are first encouraged to look more deeply into their own housing organisation, its overall aims and structures, so they can then focus on their own role within the organisation. Self-evaluation is a key skill in all professions and this unit develops this skill by asking learners to evaluate their role and assess their success in a specific housing-related activity.

Learners will then explore time management techniques and how to organise a workload which is likely to be increasingly heavy. They will consider teamwork and its importance within the housing sector.

Effective communication is another key aspect, required in many organisations, and learners will study the theory and also put their ideas into practice in this unit. Skills include those of oral and written communication, competent use of IT, assertiveness within a difficult situation and active listening techniques, all of which will enhance effectiveness within the workplace.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to learn from their own experience	1.1 describe a housing related activity 1.2 describe the role they played in the housing related activity 1.3 assess their part in the activity
2 Know the key practical skills necessary for working within a housing organisation	2.1 identify and prioritise daily responsibilities 2.2 identify a range of time management techniques 2.3 describe the importance of team working
3 Know the key communication skills necessary for working in a housing organisation	3.1 communicate effectively in oral and written formats (for example, produce a report and give a presentation) 3.2 use IT to do two of the following; produce: <ul style="list-style-type: none"> • a report • presentation • email • leaflet 3.3 describe how to handle a difficult situation in an assertive way 3.4 describe how to use active listening techniques

Unit content

1 Know how to learn from their own experience

Activities within the housing sector: activities undertaken within the employing housing organisation eg giving advice to homeless people on how to find accommodation, collecting rent, assessing repairs, allocating houses to tenants; types of roles available within the employing organisation eg dealing directly with tenants, their needs and options, helping the public with matters arising from housing legislation, landlord and tenant relationships or rents, advising tenants on their welfare rights; analysis of own role within a housing-related activity

Self-analysis: experiential learning versus tutor-led study; analysis of the overall needs and targets of the housing organisation; analysis of a specific housing related activity undertaken to include the roles of the various staff members involved and the outcomes of the activity eg assessment of the needs of a family seeking accommodation from initial contact through to resolution; self-analysis of the contribution to include understanding of initial situation, contributions towards the resolution, perceived strengths and areas requiring further training or developmental experience eg gaps in knowledge and understanding of legislation, interpersonal skills, time management

2 Know the key practical skills necessary for working within a housing organisation

Skills required: practical skills required by a housing officer to include organisational and time management skills, ability to work under pressure, communication and negotiation skills, understanding of different cultures and backgrounds, analytical and problem-solving skills, IT skills, some understanding of budget control, ability to deal tactfully with difficult situations; personal job responsibilities and tasks; skills and/or information required to achieve those tasks successfully

Time management: definition of time management; reasons for managing time at work; creation of weekly activity schedule; control of email; task lists eg to be done within a day/week/month; ranking of tasks as urgent, important, both or neither; time management tips eg handling paperwork only once, finishing a job once started, keeping a time log, keeping desk tidy, paperwork filed and systems organised, creation of template for regular reports

Team working: aims of teamwork eg success of overall organisation, unified goals, seeing the bigger picture; requirements of a successful team eg clear expectations, context, commitment, competence, charter, control, collaboration, communication, creative innovation, consequences, coordination, cultural change; creating a successful team eg employee empowerment, involving employees in decision making, team building, positive working relationships; measuring success of a team

3 Know the key communication skills necessary for working in a housing organisation

Effective communication: advantages of effective communication eg message given clearly and received, no guesswork involved, clear instructions, reasons for changes understood by all, problems and issues arising understood by all; choice of appropriate method of communication for content and audience eg a written report for transmission of complex information, charts, graphs, numbers, a short conversation to give brief instructions, a presentation to a larger group of people; formal versus informal style according to context; choice of vocabulary appropriate to audience eg over use of jargon with a non-expert becoming a hindrance to understanding

Communication using technology: advantages eg clear presentation, no handwriting issues, spellcheck programs to aid accuracy, speedy delivery via email, complex charts and graphs created using IT; disadvantages eg spellcheck programs using US spellings instead of UK versions or guessing the wrong word for the context, emails sent before sufficient thought has been given to content, tone of email can be too informal, inappropriate emails can be forwarded to multiple mail lists causing upset and controversy; advantages of using Power Point presentation programs eg can be visually striking, inclusion of video clips, sound and hyperlinks all add depth, clear visuals possible for large audiences; disadvantages of Power Point presentations eg too many words on one screen detract from message, simply reading out the content instead of talking around the subject, programs are so widely available that a presentation can look out of date quickly; training requirements eg reports and leaflets needing expertise in desktop publishing, house styles and logo requirements, training in how to present orally using a Power Point

Assertive behaviour: definition of assertive versus aggressive behaviour; bringing issues out into the open; respecting the needs and goals of others; respecting own right to be heard and to express issues; being clear and honest; offering feedback; polite but firm repetition of requests; calmness at all times which prevents an antagonist from intimidating or disempowering a member of housing staff; agreeing with valid criticism without self-loathing; DESC (describe, express, specify, consequences which may be positive or negative)

Active listening: prepare for the conversation with a positive engaged attitude; focusing on the speaker and the topic; use of ears, eyes and other senses when listening; non-verbal acknowledgement of points made; train of thought encouraged without agreement or disagreement; time allowed for speaker to gather thoughts; body language and facial expressions to encourage speaker; summary of key points; questions to check understanding; summary at end of conversation; action plan if appropriate

Essential guidance for tutors

Delivery

Delivery of this unit should include a mixture of theory and practical activity. Learning outcome 1 begins with learners looking into their own housing organisation and researching its aims and objectives, before focusing on their own particular role within one organisation.

A manager could be invited to give a presentation on the organisation, if appropriate, allowing learners to see the wider picture. Alternatively, learners could be set a short research project, presenting their findings back to the group. They then move on to the self-assessment part of the unit, which could begin with a short theory session on how to evaluate own performance objectively looking at indicators for measuring success. Review of performance is a key skill and learners should be encouraged to appraise their strengths and weaknesses honestly and set themselves targets for improvement.

Learning outcome 2 could begin with a group discussion of the tasks facing learners in their in-trays, the pressures put on them by line managers and others who delegate work to them and whether the deadlines set are achievable. They could then thought-shower ways in which they could manage their time better. These ideas could be displayed in the classroom. Learners could carry out online research, which is fed back to the group and added to the displays until a comprehensive set of ideas has been assembled.

Learners could then make their own list of techniques, which they will test out in the workplace.

Team working gives the opportunity for any number of practical activities, which can be accessed on the www.businessballs.com website and which are particularly suitable for kinaesthetic learners. The tutor can demonstrate how a good team can succeed in a difficult task. This could be followed by a discussion with learners offering examples of good and weak teams from their own experience.

Effective communication, in learning outcome 3, again gives the tutor the chance to carry out a practical demonstration, for example describing a diagram which only they can see and which learners must attempt to draw from the description – an entertaining and graphic way of showing the importance of choosing the right method of communication for the circumstances. Learners could give brief presentations (30 seconds) with the group having to guess what type of audience they were aiming at from their level of formality/vocabulary/overall style of presentation.

Learners will need to practice their IT skills, but there should also be theoretical input from the tutor on style, presentation, use of email at work etc and also on the layout of leaflets and reports.

Assertiveness and active listening will again need a theoretical input, followed by role play where learners have to manage difficult situations in a positive way for example by setting up scenarios where they must cope with aggressive or emotional clients, taking the interview through to a positive outcome. Video clips on assertiveness and active listening can be accessed via the internet and video training packages can be bought in if required.

Assessment

The assessment criteria specify the standard learners are expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. All assessment criteria must be achieved in order to pass the learning outcome. A variety of assessment methods could be used. Assessment of this unit is likely to be a mixture of written and practical activity.

Assessment criteria 1.1, 1.2 and 1.3 could be presented as a written document describing the housing-related activity, their role and assessing their performance with future targets for improvement. This document could be in prose or bullet point form, or contained within a grid. It could equally be a one-to-one interview with the tutor, recorded if appropriate, with a witness statement signed by the tutor to confirm that all assessment criteria were achieved.

For 2.1 and 2.2, learners should identify at least two daily responsibilities and explain how they would prioritise them identifying a range of time management techniques and for 2.3, learners should be able to give reasons as to why team working is important within a housing organisation.

For 3.1 learners need to demonstrate one example of oral and one of written communication, ideally relating to their workplace. The former would be witnessed by the tutor. The two examples may relate to the same topic and interlink with each other or may be on separate topics.

For 3.2, documents produced should be of sufficient length and depth for a level 2 qualification.

For 3.3 and 3.4 learners need to provide descriptions, which may be in written or oral form, ideally supported by a role-play scenario, in which learners demonstrate their ability to use some of the skills learned. The tutor would then offer a signed witness statement.

Essential resources

No essential resources are needed for this unit.

Internet access is useful for researching information and accessing to relevant video clips which give examples of the behaviours being discussed.

Indicative resource materials

Textbooks

Bannatyne D – *How to be Smart with Your Time* (Orion Books, 2010)
ISBN 9781409112884

Potts S and Potts C – *Entitled to Respect: How to be Confident and Assertive in the Workplace* (How To Books Ltd, 2010) ISBN 9871845284213

Websites

www.businessballs.com	Information on teamwork and assertiveness
www.leadership-and-motivation-training.com/assertiveness-in-the-workplace.html	Information on assertiveness in the workplace
http://humanresources.about.com	Information on teamwork
www.mindtools.com	Mind Tools regarding time management
www.studygs.net	Study guides and strategies regarding time management and active listening

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training and quality purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

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

Edexcel supports UK and international customers with training related to 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 in effective and efficient quality assurance systems.

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

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the housing sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5				
4				
3			Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF)	Edexcel Level 3 NVQ Certificate and Diploma in Housing (QCF)
2			Edexcel BTEC Level 2 Certificate in Housing Practice (QCF)	Edexcel Level 2 NVQ Certificate in Housing (QCF)
1				
Entry				

Annexe B

Wider curriculum mapping

Study of Edexcel BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) against the underpinning knowledge of the Edexcel Level 2 NVQ Certificate in Housing (QCF)

KEY

✓ indicates full underpinning knowledge of the NVQ unit

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Edexcel Level 2 NVQ Certificate in Housing (QCF) units	Edexcel BTEC Level 2 Certificate in Housing Practice (QCF) units			
	1	2	3	4
Unit 1: Develop and Maintain Relationships with Stakeholders in a Housing Context	#	✓		
Unit 2: Maintain Professional Behaviour and Working Relationships in a Housing Context	#	✓		
Unit 7: Use Organisational ICT Systems in a Housing Context	#			✓
Unit 8: Give Customers a Positive Impression of Yourself and Your Organisation	#	✓		
Unit 9: Recognise and Deal with Customer Queries, Requests and Problems	#	✓		
Unit 10: Support Customer Service Improvements	#	✓		
Unit 23: Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors	#		#	

Annexe D

Mapping to Level 1 Functional Skills

Level 1	Unit number			
	1	2	3	4
English – Speaking, Listening and Communication				
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓
English – Reading				
Read and understand a range of straightforward texts	✓	✓	✓	✓
English – Writing				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓	✓	✓

Level 1	Unit number			
	1	2	3	4
ICT – using ICT				
Identify the ICT requirements of a straightforward task				✓
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context				✓
ICT – developing, presenting and communicating information				
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks				✓
Use appropriate software to meet requirements of straightforward data-handling task				✓
Use communications software to meet requirements of a straightforward task				✓

Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Publications Code BA027096 October 2011

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