

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF)

Award – first teaching September 2011

Certificate – first teaching August 2011



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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 3 Award in Housing Practice (QCF)

Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

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

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

The QNs for the qualifications in this publication are:

Edexcel BTEC Level 3 Award in Housing Practice (QCF)	600/2932/8
Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)	600/2504/9

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

These qualifications are accredited as knowledge components of the Level 3 Advanced Apprenticeship in Housing.

Welcome to the Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF)

We are delighted to introduce our new qualifications, available for teaching from August/September 2011.

Focusing on the Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF)

These are vocationally-related qualifications for housing professionals working in a front-line capacity within the housing sector.

The qualifications are aimed at:

- people already working in the housing sector and who want to develop further
- people looking to specialise in an area of housing.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily 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 these qualifications compare with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualifications 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 3 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 3 Award

Edexcel BTEC Level 3 Awards provide an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 3 Certificate

Edexcel BTEC Level 3 Certificates extend the work-related focus of Edexcel BTEC Level 3 Awards and cover some of the knowledge and practical skills required for a particular vocational sector.

Key features of the Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF)

The Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF) have 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, and attributes essential for successful performance in working life
- achieve a nationally recognised level 3 vocationally-related qualification
- progress to employment in the housing sector
- progress to related general and/or vocational qualifications in housing.

National Occupational Standards

Where relevant, Edexcel BTEC Level 3 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 3 (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 3 qualifications

When combining units for an Edexcel BTEC Level 3 Award or 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 3 Award in Housing Practice (QCF)

- 1 Qualification credit value: a minimum of 12 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 12 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)

- 1 Qualification credit value: a minimum of 27 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 27 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Award in Housing Practice (QCF)

The Edexcel BTEC Level 3 Award in Housing Practice (QCF) is a 12 credit and 90 guided learning hour (GLH) qualification. It comprises three mandatory units. Learners must pass all three units in order to achieve the qualification.

Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)			
Unit	Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this qualification without an endorsement, the learner must complete a minimum of 27 credits from three mandatory units (Group A) and five generic optional units (Group B).

Edexcel BTEC Level 3 Certificate in Housing Practice (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3
22	Personalisation and Delivering Support for Independent Living	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3

Unit	Group B - Optional units continued	Credit	Level
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Managing Housing Services) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Managing Housing Services) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
14	Involving Housing Service Users	3	3
24	Occupancy, Tenure and Lettings	3	3
7	Prevention and Management of Rent Arrears	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3
22	Personalisation and Delivering Support for Independent Living	3	3

Unit	Group C - Generic optional units continued	Credit	Level
23	Planning and Development for Housing Regeneration	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Resident and Services Users Involvement) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Resident and Services Users Involvement) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
34	Community Action for Neighbourhoods	3	3
14	Involving Housing Service Users	3	3
21	Managing Neighbourhoods	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
22	Personalisation and Delivering Support for Independent Living	3	3

Unit	Group C - Generic optional units continued	Credit	Level
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Managing Neighbourhoods) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Managing Neighbourhoods) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
21	Managing Neighbourhoods	3	3
26	Community Development	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3

Unit	Group C - Generic optional units continued	Credit	Level
22	Personalisation and Delivering Support for Independent Living	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Caretaking and Concierge Services) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Caretaking and Concierge Services) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
27	Repairs and Maintenance in Housing Organisations	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3
22	Personalisation and Delivering Support for Independent Living	3	3

Unit	Group C - Generic optional units continued	Credit	Level
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
28	Providing Telecare Services	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Regeneration, Renewal and Sustainability) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Regeneration, Renewal and Sustainability) (QCF)			
Unit	Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
23	Planning and Development for Housing Regeneration	3	3
16	Regeneration and Renewal	3	3
32	Sustainable Communities	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3
22	Personalisation and Delivering Support for Independent Living	3	3

Unit	Group C - Generic optional units continued	Credit	Level
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Support for Independent Living) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Support for Independent Living) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
22	Personalisation and Delivering Support for Independent Living	3	3
31	Role of the Support Worker for Independent Living	3	3
25	Planning Support for Independent Living	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3

Unit	Group C - Generic optional units continued	Credit	Level
21	Managing Neighbourhoods	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Telecare Services) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Telecare Services) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
28	Providing Telecare Services	3	3
6	Call Handling for Telecare Services Operators	3	3
38	The Context of Telecare Services Provision	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3

Unit	Group C - Generic optional units continued	Credit	Level
22	Personalisation and Delivering Support for Independent Living	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Housing Advice and Information) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Housing Advice and Information) (QCF)			
Unit	Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
13	Introducing Social Welfare	3	3
11	The Framework for Housing Advice	3	3
35	The Legal Framework for Housing	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
12	The Economic Context of Affordable Housing	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3
22	Personalisation and Delivering Support for Independent Living	3	3

Unit	Group C - Generic optional units	Credit	Level
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Traveller Site Management) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Traveller Site Management) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3

Unit	Group C - Generic optional units continued	Credit	Level
22	Personalisation and Delivering Support for Independent Living	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (The Housing Context) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (The Housing Context) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
30	The Social Context of Housing in the UK	3	3
12	The Economic Context of Affordable Housing	3	3
15	Housing Policy and Affordable Housing	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
9	Homelessness Services and Prevention	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
13	Introducing Social Welfare	3	3
14	Involving Housing Service Users	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3

Unit	Group C - Generic optional units continued	Credit	Level
22	Personalisation and Delivering Support for Independent Living	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
31	Role of the Support Worker for Independent Living	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of Regulated Qualifications website: <http://register.ofqual.gov.uk/>

Edexcel BTEC Level 3 Certificate in Housing Practice (Support Homeless People) (QCF)

The Edexcel BTEC Level 3 Certificate in Housing Practice (QCF) is a 27 credit and 200 guided learning hour (GLH) qualification. To achieve this endorsed pathway, learners must complete a minimum of 27 credits from three mandatory units (Group A), three units from pathway-specific optional units (Group B) and two optional units from generic optional units (Group C).

Edexcel BTEC Level 3 Certificate in Housing Practice (Support Homeless People) (QCF)			
Unit	Group A - Mandatory units*	Credit	Level
1	Delivery of Affordable Housing Services	4	3
2	Professional Practice Skills for Housing	4	3
3	Equality and Diversity for Housing	4	3
Unit	Group B - Pathway-specific optional units		
9	Homelessness Services and Prevention	3	3
14	Involving Housing Service Users	3	3
31	Role of the Support Worker for Independent Living	3	3
Unit	Group C - Generic optional units		
4	Accessible and Adaptable Housing	3	3
5	Dealing with Anti-Social Behaviour (ASB) in Housing	3	3
6	Call Handling for Telecare Services Operators	3	3
7	Prevention and Management of Rent Arrears	3	3
8	Cleaning Public Areas	3	3
10	Handling Telecare Customer Data Safely and Securely	3	3
11	The Framework for Housing Advice	3	3
12	The Economic Context of Affordable Housing	3	3
13	Introducing Social Welfare	3	3
15	Housing Policy and Affordable Housing	3	3
16	Regeneration and Renewal	3	3
17	Managing Gypsy and Traveller Sites	3	3
18	Laws and Rights in the Planning and Development of Gypsy and Traveller Sites	3	3
19	Managing Resources for Caretaking and Concierge Services	3	3
20	Managing Leasehold Housing Services	3	3
21	Managing Neighbourhoods	3	3

Unit	Group C - Generic optional units continued	Credit	Level
22	Personalisation and Delivering Support for Independent Living	3	3
23	Planning and Development for Housing Regeneration	3	3
24	Occupancy, Tenure and Lettings	3	3
25	Planning Support for Independent Living	3	3
26	Community Development	3	3
27	Repairs and Maintenance in Housing Organisations	3	3
28	Providing Telecare Services	3	3
29	Maintaining Safe and Secure Residential Areas	3	3
30	The Social Context of Housing in the UK	3	3
32	Sustainable Communities	3	3
33	The Impact of Housing Conditions on Health	3	3
34	Community Action for Neighbourhoods	3	3
35	The Legal Framework for Housing	3	3
36	Housing and Young People	3	3
37	Understanding Gypsy and Traveller Identity in Society	3	3
38	The Context of Telecare Services Provision	3	3
39	Independent Living for Older People	3	3
40	Managing Empty Properties	3	3

*Further unit detail, content and guidance can be found in the *Mandatory Units* section from page 37.

Please note that further unit detail for units 4-40 can be found on the Register of regulated Qualifications website: <http://register.ofqual.gov.uk/>

Assessment

All units within these qualifications are internally assessed. The qualifications are 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 3 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 3 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 3 Award and Certificate in Housing Practice (QCF) must be committed to ensuring the quality of the units and qualifications 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 3 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 3 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 one of the qualifications 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 3 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 3 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 3 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(s) 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 3 Award and Certificate in Housing Practice (QCF) are 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 3 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.

Mandatory Units

Unit 1: Delivery of Affordable Housing Services	39
Unit 2: Professional Practice Skills for Housing	45
Unit 3: Equality and Diversity for Housing	53

Unit 1: Delivery of Affordable Housing Services

Unit code: R/602/3201

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

The unit aims to introduce learners to affordable housing organisations and the services they deliver. This includes the key themes of partnership working, resident participation and regulation.

Unit introduction

This unit gives learners the opportunity to explore the main affordable housing organisations and the services they deliver.

Learners will understand the importance of partnership working and explore the key elements which produce successful partnership working, including resident participation.

Learners will also examine the performance measures regulatory bodies use to monitor standards for affordable 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 Know the main types of affordable housing providers nationally and the services they deliver	1.1 Describe the organisations providing affordable housing and services nationally 1.2 Summarise the services that are delivered by affordable housing providers
2 Understand the importance of partnership working in the delivery of housing and community services	2.1 Describe the key elements of successful partnership working 2.2 Evaluate a service that is delivered in partnership with other organisations eg Social Services, Police, Education
3 Know a range of opportunities for resident participation in housing and housing related services	3.1 Describe the difference between participation and consultation 3.2 Review methods of resident participation
4 Understand the regulatory system for affordable housing and the use of performance measures	4.1 Explain the role of the regulator in setting and monitoring standards for affordable housing providers 4.2 Summarise the performance measures that the regulator uses to assess affordable housing providers

Unit content

1 **Know the main types of affordable housing providers nationally and the services they deliver**

Affordable housing providers: local authority; housing association eg Rowntrees, Peabody Estates, Shelter, Centrepoin; registered social landlords (RSL); Arms Length Management Organisations (ALMOs); registered housing providers eg Flagship Housing Group, Orwell Housing, Circle Anglia, Broadland Housing Trust; The Housing Corporation

Services delivered: meeting the needs of eligible households eg low cost housing, subsidised housing; finance eg Social HomeBuy (tenants of participating local authorities and RSLs able to buy a share in their current home at a discount); New Build HomeBuy (people able to buy a share of a newly built property and pay a rent on the remainder (this includes the First Time Buyers Initiative, a form of HomeBuy which uses public sector land)); Open Market HomeBuy (people able to buy a property on the open market with the help of an equity loan); National Affordable Housing Programme (NAHP)

2 **Understand the importance of partnership working in the delivery of housing and community services**

A service that is delivered in partnership with other organisations: identification of the key elements of successful partnership working; identification of chosen service eg sheltered accommodation, post-16 social housing, subsidised housing; partnership eg medical providers, social services, police, education providers; identification of gaps and weaknesses in partnership

3 **Know a range of opportunities for resident participation in housing and housing related services**

Participation: residents in decision-making processes eg making a choice or developing an idea, becoming an active stakeholder; methods eg residents' associations, resident's database, community conferences

Consultation: finds out what residents think about an idea or plan; methods eg focus groups, meetings, questionnaires and interviews

4 **Understand the regulatory system for affordable housing and the use of performance measures**

Role of the regulator in setting and monitoring standards for affordable housing providers: 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)

Essential guidance for tutors

Delivery

Delivery of this unit should include a mixture of theory and practical activity. The tutor should provide information on housing organisations delivering affordable housing, working partnerships and regulatory policies.

Learners might find it useful to work in pairs or small groups to explore partnership working and discuss the services offered. This would help them identify the service they want to evaluate for assessment criterion 2.2. Working in pairs or small groups would also help learners thought shower the benefits of resident participation in affordable housing.

Inviting visiting speakers from local authorities and not-for-profit housing associations to discuss partnership working and best practice would enable learners to listen first hand to how organisations work together to offer the best services to their residents. This would also enable learners to put pre-prepared and spontaneous questions to the speakers.

Learners could carry out research on the internet to gather information about the main types of affordable housing providers and the services they deliver.

Assessment

The assessment criteria specify the standard that 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 identify the main types of affordable housing providers operating nationally and for 1.2 summarise the services they offer.

For 2.1 and 2.2, learners should have an understanding of the key elements of successful partnership working before they choose the service they are going to evaluate.

For 3.1 and 3.2, learners need to show they understand that resident participation is different to consultation. They also need to identify methods of participation in order to review them.

For 4.1 and 4.2, learners should explain the role of the regulator in affordable housing and understand the setting and monitoring of performance measures and standards to ensure affordable 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.insidehousing.co.uk

Inside Housing

www.notjustadeskjob.co.uk

CIH – entry to a career in housing

Unit 2: Professional Practice Skills for Housing

Unit code: R/602/3019

QCF Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit enables learners to develop and reflect upon professional practice skills for housing. It will explore in breadth communication skills, organisational skills, team working and customer service skills. It will also introduce learners to professional development planning.

Unit introduction

The unit covers many of the areas relating to professional practice skills, knowledge of which will enable learners to become more confident in the workplace as well as prepare them for progression within the housing industry. While much of the study will be theoretical, there are also opportunities for learners to practise what they are learning, particularly effective teamwork and communication and customer service skills.

The unit begins by looking at personal time-management strategies, which should help learners to improve their efficiency in the workplace at the same time as reducing work-related stress. Learners could immediately take some of these ideas back to their own work and assess their effectiveness. The unit progresses to exploring teams in the work environment, asking learners to analyse the requirements for a successful team and productive team leader.

Learners will study communication in all its forms, for example written, spoken, electronic, looking at levels of formality, different formats for written documents and appropriate messages for different audiences. They will consider assertiveness in the work environment, what assertive behaviour means and why it can be helpful, and how to behave assertively with colleagues and with customers and yet remain professional at all times.

Learning outcome 4 focuses on customer service skills. Learners will consider the key principles of customer service as well as studying relevant, current legislation such as the Equality Act and Data Protection Act. Much use can be made of learners' actual experiences in the workplace, giving examples of the diverse range of customers encountered and sharing ideas of how best to cope in a variety of situations.

Finally learners will look at reflective practice, to assess their own experience and performance in the housing industry as well as looking forward to produce a training and development plan for future progression.

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 develop personal organisational skills	1.1 Identify and develop approaches for planning, prioritising and managing their own time in the workplace
2 Understand how teams can work effectively	2.1 Describe the characteristics of a successful team 2.2 Identify the key skills required by a team leader
3 Understand the key communication skills and techniques in the work environment	3.1 Explain the skills and techniques required for different forms of communication (eg written, spoken, electronic) for different audiences (eg internal and external customers) 3.2 Evaluate the use of assertiveness in the work environment
4 Know about key customer service skills	4.1 Summarise the key principles of customer service 4.2 Identify approaches to working effectively with diverse customers
5 Understand how to plan training and development needs	5.1 Describe their working experience within housing 5.2 Identify and plan suitable development and training opportunities to meet current and future challenges 5.3 Evaluate their experiences and demonstrate reflective practice

Unit content

1 Know how to develop personal organisational skills

Organisational skills: assignment of priorities; forward planning; objective setting; delegation

Time management: definition of time management; reasons for managing time at work; weekly activity schedule; goal setting and prioritising; one job at a time not multi-tasking; control of email; task lists eg to be done within a day/week/month; ranking of tasks in order of urgency; time-management tips eg handling paperwork only once, keeping a time log, keeping desk tidy, paperwork filed and systems organised, creation of template for regular reports; Pareto 80:20 principle; awareness of personal energy rhythms; evaluation of own organisational and time-management skills; development of approaches to improve them in the workplace

2 Understand how teams can work effectively

Teamwork: 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; cross-functional teams; synergy; leadership qualities eg lead from front, train, coach, counsel, coordinate, evaluate ideas for operational improvement, leader who is a manager or an elected member of the team; creating a successful team eg employee empowerment, involving employees in decision making, team building, positive working relationships; measuring success of a team eg motivation, results

3 Understand the key communication skills and techniques in the work environment

Communication skills and techniques: listening as important as speaking; non-verbal cues affect the way a message is received; tone of voice; choice of vocabulary to match audience eg jargon for technical audience but not for general audience; level of formality to match audience; the emailing trap; selection of format eg email, report, formal letter; reader friendly documents eg break up text with bullet points, short paragraphs, section headings; use of graphs and charts when appropriate; proof reading documents; attention-interest-desire-action format for persuasive text; the rhetorical triangle

Assertiveness: 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 request; calmness at all times which prevents an antagonist from intimidating or disempowering a member of housing staff; agreement with valid criticism without self-doubt; DESC (describe, express, specify, consequences which may be positive or negative); Manuel J Smith and the Bill of Assertive Rights

4 Know about key customer service skills

Customer service skills: principles of customer service; 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; equality and diversity policy and legislation to include Equality Act 2010; Public Sector Equality Duty (PSED); Equality Impact Assessments; Data Protection Act 1998 and confidentiality of customer information; types of difficult circumstances in housing eg customer angry about a contract, money owed or money taken, customer angry or upset about a neighbourhood dispute, customer 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; 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

5 Understand how to plan training and development needs

Reflective practice: analysis of own working experience in housing sector; assessment of current level of skills and abilities; analysis of potential career routes and opportunities within the sector; assessment of training needs required to enable those options; self-evaluation of performance to date, strengths and weaknesses; areas for improvement and targets for future development

Essential guidance for tutors

Delivery

Delivery of this unit should include a mixture of theory and practical activity. Learners should be encouraged to think reflectively about their working practices throughout this unit. Speakers from learner organisations and from other external organisations will bring the topics to life and enable for real-life experiences and examples to be brought into the course. Visits could be made to relevant departments or managers to provide examples of good working practices, for example for time management, team leadership, communication and working with diverse customers. A period of workshadowing would be an advantage to learners who are not able to gain sufficient experience through their current roles.

A good place to start a discussion on time management is with an online quiz, such as the one at www.mindtools.com/pages/article/newHTE_88.htm, which will encourage learners to think carefully about how they manage and prioritise tasks at work as well as offering strategies for personal improvement.

In paired discussions, learners could begin to identify the times of day their personal energy levels are at their peak and recall examples of when this has worked in their favour and when, with hindsight, they realise that they did not use this time of day fully.

A thought shower could be the starting point for a discussion of time-management techniques with each learner suggesting positive ideas and work practices which hinder good time-management from their own experience. Learners can consider theoretical insights via internet research, for example looking into the Pareto 80:20 principles and coming up with examples from their own workplace of how this theory might be demonstrated. Learners can then begin to extend this to modifications to their own work practices.

Again, a good place to begin learning outcome 2 would be with practical activities, for example those that can be accessed on the www.businessballs.com website. These will enable the tutor to give a practical demonstration of how a good team can succeed in a difficult task and could lead on to discussion of synergy within a team. Learners could consider teams they work or have worked in, giving the organisational structure, membership and reporting systems of their examples. This should include the terms of reference of the team and its aims and objectives set within those of the overall housing organisation. Learners would need to assess the success, or otherwise, of the team and focus on how success could be measured. A discussion of the role of a team leader, whether a team can work better with an elected leader from the group or a senior manager leading a workplace team could follow, with learners providing examples from their own experiences.

Communication skills are key within the workplace and selection of the right means of communication to suit the message and the audience lie at the heart of successful communication. A simple practical demonstration could be given with the tutor 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. Following discussion of the importance of addressing an audience

in the appropriate language and style, learners could give brief presentations 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 could give real-life examples of occasions when they have felt that a message was poorly received because of inappropriate levels of formality, style or language, over familiar cold callers on the telephone using a first name is a common complaint.

Examples of ineffective written communications can be provided by the tutor, asking learners to improve/amend them appropriately. These could range from a report containing too much dense text, when graphs, tables or bullet points would have made it more readable, to a marketing document without a clear audience, or any document with grammatical and spelling mistakes which detract from its efficacy.

Assertiveness, within learning outcome 3, gives learners an opportunity to research the subject and then to role play different scenarios, acting out some of the behaviours they have read about. Video clips can be accessed via the internet, giving examples of over-assertive behaviour and the opposite. Relevant scenarios could be introduced by the tutor on cue cards, picked at random by learners. Learners could work in threes, with an observer watching the dialogue and feeding back constructive criticism afterwards, before changing roles.

Staff in housing organisations frequently work with customers, for example tenants or those providing services such as maintenance or planning so customer service skills are crucial to the success of those relationships. Learners should be given time to research current, relevant legislation such as the Equality Act and Data Protection Act, and should be able to feed back the key points which would directly affect their work. Clearly equality of provision is key and learners should be aware of the need to offer Brail and audio forms of documents, to offer interpreter services if appropriate and to ensure that premises are accessible to all. Learners could carry out an Equality Impact Assessment of their own workplace and feed back the results to the group.

The final part of this unit concerns a personal development plan, so learners will need the time to reflect on their own practice, assessing their experience in the housing organisation to date and making some plans for progression, which will require research internally and outside the organisation to identify potential options. They will then need to analyse their own skills and qualifications, those required for future progression and come up with a full development plan including training plans and any requirements for work shadowing or internal training within the organisation. Ideally, learners will have had time to implement some of the strategies identified within learning outcome 4 and might be able to include comment on these within their personal reflections.

Assessment

The assessment criteria specify the standard that 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 but most learners at this level will produce an extended piece of writing, covering all the assessment criteria and including the theoretical background required by the unit as well as evidence of reflective practice.

Evidence could also be provided by the production of a Power Point presentation and an oral presentation, witnessed and signed off by the tutor or by a one-to-one interview with the tutor, again accompanied by a signed witness statement.

Essential resources

No essential resources are needed for this unit.

Indicative resource materials

Textbooks

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

Belbin R M – *Team Roles at Work* (Elsevier, 2010) ISBN 9781856178006

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

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

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

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

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

Journals

ACAS Advisory Booklet Success through People-accessible online at:
www.acas.org.uk/index.aspx?articleid=837

Customerfirst Institute of Customer Service

Journal of Artificial Intelligence Research Towards flexible teamwork accessible online at:
http://arxiv.org/PS_cache/cs/pdf/9709/9709101v1.pdf

Websites

www.businessballs.com Information on teamwork and assertiveness

www.instituteofcustomerservice.com Institute of Customer Service

www.mindtools.com Mind Tools for time-management, writing for different audiences

www.studygs.net Study guides and strategies for time-management and active listening

Unit 3: Equality and Diversity for Housing

Unit code: R/602/3196

QCF Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

The unit introduces learners to equality and diversity legislation in a housing context. It also looks at the diversity of communities and how organisations respond to diversity in order to provide effective services.

Unit introduction

This unit gives learners an understanding of equality and diversity legislation and how it applies to the housing sector.

Learners will explore the diversity of housing service users and their needs and examine best practice used by housing or community organisations to ensure the needs of all housing service users are met.

Learners will choose one housing or community organisation and analyse the effectiveness of its response to the diverse needs of its service users.

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 equality and diversity legislation and how it relates to housing	1.1 Summarise national equality and diversity legislation 1.2 Describe how national equality and diversity legislation applies to housing services provision
2 Understand the diversity of housing service users and how this impacts on housing organisations	2.1 Identify the diversity of housing service users and their needs 2.2 Assess how an organisation's services meet the diverse needs of the community
3 Understand the approaches used by housing organisations to respond to the diverse needs of service users	3.1 Describe sources of 'Good Practice' guidance to meet the diverse needs of service users 3.2 Analyse the effectiveness of a chosen housing or community organisation's response to the diverse needs of their service users

Unit content

1 **Know equality and diversity legislation and how it relates to housing**

National equality and diversity legislation: Sex Discrimination Act 1975; Race Relations Act 1976; Disability Discrimination Act 2005; Equality Act 2010; Lifetime Homes Standard (LHS)

2 **Understand the diversity of housing service users and how this impacts on housing organisations**

Housing service users and their needs: diversity eg age, disability, gender, sexual orientation and transgender, race, religion or belief, single parent families, young people; students; needs eg 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

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

3 **Understand the approaches used by housing organisations to respond to the diverse needs of service users**

'Good practice' guidance: identification of chosen housing or community organisation; identification of gaps and weaknesses in provision; identification of improvements in provision eg adaption to remove social, economic and technical barriers; identification of good practice

Essential guidance for tutors

Delivery

Delivery of this unit should include a mixture of theory and practical activity. Tutors should provide information on all current equality and diversity legislation, putting it in context for the housing sector.

Learners could work in pairs or small groups to explore the impact of equality and diversity legislation on housing organisations, housing service users and their needs.

Visiting speakers from local authority, not-for-profit housing associations and charities, such as Shelter or Emmaus UK discussing how equality and diversity legislation impacts on their organisations and service users would benefit learners and would allow them to put pre-prepared and spontaneous questions to the speakers.

Learners could use the internet to research the information they need on their chosen housing or community organisation, this would enable them to look at how organisation's equality and diversity policies are applied to its service users.

Assessment

The assessment criteria specify the standard that 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.

For 1.1, learners should identify all current equality and diversity legislation and for 1.2 describe how it applies to the housing sector.

For 2.1, learners need to identify at least two housing service user groups and their specific needs. For 2.2, learners need to assess how an organisation's services meet the diverse needs of the community. Learners could explore how the organisation's services meet the needs of their chosen housing service user groups.

For 3.1 and 3.2, learners need show they understand 'good practice' guidance so that they can analyse the effectiveness of a chosen housing or community organisation's response to the diverse needs of their service users. Learners should be able to identify strengths and weaknesses and suggest best practice solutions.

Evidence for each 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 could 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

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 the Edexcel BTEC Level 3 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 these qualifications 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 these qualifications 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 these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

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

Health and safety considerations

Health and safety is embedded within many of the units in these qualifications. 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 these qualifications 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 3 Award and Certificate in Housing Practice (QCF) mandatory units against the underpinning knowledge of the Edexcel Level 3 NVQ Certificate and Diploma 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 BTEC Level 3 Award and Certificate in Housing Practice (QCF) mandatory units		
Edexcel Level 3 NVQ Certificate and Diploma in Housing (QCF)	1	2	3
Unit 1: Promote Safe, Ethical and Sustainable Practice in Housing		✓	✓
Unit 2: Plan Own Professional Development Within Housing		✓	
Unit 3: Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service		✓	
Unit 4: Assess Housing Need	✓	✓	
Unit 5: Respond to Customer Requests for Repairs	✓	✓	
Unit 7: Organise the Maintenance and Repair of Property	✓	✓	
Unit 8: Match the Needs of Individuals with Available Accommodation		✓	
Unit 9: Set Up and Manage Tenancy, Licence and Leaseholder Agreements	✓		
Unit 10: Respond to Possible Breaches of Agreements in the Housing Sector	✓		
Unit 11: Sell Property to Customers Within a Housing Organisation Setting	✓		
Unit 12: Provide Housing Advice and Guidance to Customers	✓	✓	
Unit 16: Deal with Customers by Telephone		✓	

	Edexcel BTEC Level 3 Award and Certificate in Housing Practice (QCF) mandatory units		
Edexcel Level 3 NVQ Certificate and Diploma in Housing (QCF)	1	2	3
Unit 17: Support the Customer's Engagement with the Local Community Through Identification of Support Networks and Development Opportunities		✓	✓
Unit 19: Work with Customers and Groups			#
Unit 21: Develop and Promote Customer Involvement in a Housing Organisation		✓	
Unit 22: Contribute to the Development, Implementation and Review of Support Plans with Individuals Within a Housing Environment		✓	
Unit 23: Support Social and Personal Development Needs of Customers Within a Housing Environment		✓	
Unit 24: Help Customers to Move and Settle into New Living Environments		#	
Unit 25: Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment		#	
Unit 26: Direct Work with Customers who Use a Housing Service		✓	
Unit 27: Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations		✓	
Unit 28: Provide Support to Customers to Reduce the Risk of Homelessness		✓	
Unit 29: Plan, Allocate and Monitor Work of a Team		✓	
Unit 30: Support Team Members in Identifying, Developing and Implementing New Ideas		✓	
Unit 31: Set Objectives and Provide Support for Team Members		✓	
Unit 32: Address Performance Problems Affecting Team Members		✓	
Unit 33: Support Learning and Development Within Own Area of Responsibility		✓	
Unit 34: Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors			#

Annexe D

Mapping to Level 1 Functional Skills

Level 1	Unit number		
English – Speaking, Listening and Communication	1	2	3
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓
English – Reading	1	2	3
Read and understand a range of straightforward texts	✓	✓	✓
English – Writing	1	2	3
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		
ICT – using ICT	1	2	3
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	1	2	3
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

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