

# Level 3 Certificate in Housing (6207-03)

Qualification handbook for centres  
500/6690/0

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[www.cityandguilds.com](http://www.cityandguilds.com)  
November 2009  
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# Level 3 Certificate in Housing (6207-03)

## Qualification handbook for centres



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# 1 Introduction to the qualification

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

<b>Qualification titles and levels</b>	<b>City &amp; Guilds qualification numbers</b>	<b>Ofqual accreditation numbers</b>	<b>Last registration date</b>	<b>Last certification date</b>
Level 3 Certificate in Housing	6207-03	500/6690/0	31/07/2013	31/07/2016

The Level 3 Certificate in Housing is designed for learners working in the housing sector. This qualification addresses the particular requirements of the housing sector for respecting the rights and diversity of people and that learners develop a good knowledge and understanding of housing initiatives and relevant housing legislation. It is also about ensuring that effective communication is used throughout.

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

This qualification offers a Certificate and a Diploma on the Qualification Credit Framework. The qualification forms part of the Modern Apprenticeship in Housing at Certificate level.

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

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

## 1.1 Qualification structure

To achieve the Level 3 Certificate in Housing, learners must achieve 13 credits from the mandatory units and a minimum of 14 credits from the optional units available.

To achieve the Level 3 Diploma in Housing, learners must achieve 13 credits from the mandatory units and a minimum of 24 credits from the optional units available

<b>Accreditation unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
F/600/3199	Unit 301	Promote Safe, Ethical and Sustainable Practice in Housing	Mandatory	5	

K/600/3200	Unit 302	Plan Own Professional Development within Housing	Mandatory	3	
F/600/3204	Unit 303	Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service	Mandatory	5	
J/600/3205	Unit 304	Respond to Customer Requests for Repairs	Optional	2	
R/600/3207	Unit 305	Inspect the Condition of Property	Optional	4	
Y/600/3208	Unit 306	Organise the Maintenance and Repair of Property	Optional	4	
D/600/3209	Unit 307	Allocate Accommodation to Meet Customers' Needs	Optional	3	
R/600/3210	Unit 308	Set Up and Manage Tenancy, Licence and Leaseholder Agreements	Optional	4	
Y/600/3211	Unit 309	Respond to Possible Breaches of Agreements in the Housing Sector	Optional	4	
D/600/3212	Unit 310	Sell Property to Customers within a Housing Organisation Setting	Optional	3	
M/600/3215	Unit 311	Provide Housing Advice and Guidance to Customers	Optional	3	
A/600/3217	Unit 312	Manage Empty Properties	Optional	2	
J/600/3219	Unit 313	Provide a Housing Rent Service	Optional	3	
A/600/3220	Unit 314	Manage Temporary Accommodation	Optional	3	

Y/600/0583	Unit 315	Deal with Customers by Telephone	Optional	7	Imported from Customer Service
F/600/3221	Unit 316	Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities	Optional	3	
L/600/3223	Unit 317	Arrange and Facilitate Meetings with Housing Customers and Others	Optional	3	
R/600/3224	Unit 318	Work with Customers and Groups to Develop the Community	Optional	3	
Y/600/3225	Unit 319	Develop and Sustain Partnership Working Arrangements in a Housing Environment	Optional	2	
D/600/3226	Unit 320	Develop and Promote Customer Involvement in a Housing Organisation	Optional	3	
H/600/3227	Unit 321	Contribute to the Development, Implementation and Review of Support Plans with Individuals within a Housing Environment	Optional	4	
K/600/3228	Unit 322	Support Social and Personal Development Needs of Customers within a Housing Environment	Optional	3	
M/600/3229	Unit 323	Help Customers to Move and Settle into New Living Environments	Optional	4	

D/600/3288	Unit 324	Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment	Optional	6
H/600/3230	Unit 325	Direct Work with Customers Who Use a Housing Service	Optional	4
Y/600/3290	Unit 326	Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations	Optional	4
M/600/3294	Unit 327	Provide Support to Customers to Reduce the Risk of Homelessness	Optional	4

## 1.2 Qualification support materials

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

Description	How to access
Fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Recording forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 2 Centre requirements

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

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 Certificate in Housing (6203-01) may apply for approval for the new Level 3 Certificate in Housing (6207-01) using the **fast track approval form**, available from the City & Guilds website.

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

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

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

### 2.1 Resource requirements

#### Physical resources and site agreements

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

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

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

#### Assessor requirements

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

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

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

### **Coordinating assessor requirements**

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

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

### **Expert witness requirements**

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

### **Internal verifier requirements**

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

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

### **Continuing professional development (CPD)**

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

### **External quality control**

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

## **2.2 Candidate entry requirements**

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

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

### **Age restrictions**

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

### **Other legal considerations**

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

### 3 Units

#### Availability of units

The units for this qualification follow.

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

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

#### Structure of units

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

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

#### Summary of units

City & Guilds unit number	Unit title	Accreditation unit reference	Credit value
Unit 301	Promote Safe, Ethical and Sustainable Practice in Housing	F/600/3199	5
Unit 302	Plan Own Professional Development within Housing	K/600/3200	3
Unit 303	Develop Positive Relationships with Customers and Colleagues in Providing a Housing Service	F/600/3204	5
Unit 304	Respond to Customer Requests for Repairs	J/600/3205	2
Unit 305	Inspect the Condition of Property	R/600/3207	4

Unit 306	Organise the Maintenance and Repair of Property	Y/600/3208	4
Unit 307	Allocate Accommodation to Meet Customers' Needs	D/600/3209	3
Unit 308	Set Up and Manage Tenancy, Licence and Leaseholder Agreements	R/600/3210	4
Unit 309	Respond to Possible Breaches of Agreements in the Housing Sector	Y/600/3211	4
Unit 310	Sell Property to Customers within a Housing Organisation Setting	D/600/3212	3
Unit 311	Provide Housing Advice and Guidance to Customers	M/600/3215	3
Unit 312	Manage Empty Properties	A/600/3217	2
Unit 313	Provide a Housing Rent Service	J/600/3219	3
Unit 314	Manage Temporary Accommodation	A/600/3220	3
Unit 315	Deal with Customers by Telephone	Y/600/0583	7
Unit 316	Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities	F/600/3221	3
Unit 317	Arrange and Facilitate Meetings with Housing Customers and Others	L/600/3223	3
Unit 318	Work with Customers and Groups to Develop the Community	R/600/3224	3
Unit 319	Develop and Sustain Partnership Working Arrangements in a Housing Environment	Y/600/3225	2

Unit 320	Develop and Promote Customer Involvement in a Housing Organisation	D/600/3226	3
Unit 321	Contribute to the Development, Implementation and Review of Support Plans with Individuals within a Housing Environment	H/600/3227	4
Unit 322	Support Social and Personal Development Needs of Customers within a Housing Environment	K/600/3228	3
Unit 323	Help Customers to Move and Settle into New Living Environments	M/600/3229	4
Unit 324	Contribute to Safeguarding Individuals from Harm, Abuse, Exploitation and Discrimination in a Housing Environment	D/600/3288	6
Unit 325	Direct Work with Customers Who Use a Housing Service	H/600/3230	4
Unit 326	Enable Housing Customers to Establish and Maintain Contacts and Interests in Isolating Situations	Y/600/3290	4
Unit 327	Provide Support to Customers to Reduce the Risk of Homelessness	M/600/3294	4

## Unit 301

# Promote Safe, Ethical and Sustainable Practice in Housing

**Level:** 3

**Credit value:** 5

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 301**

## **Promote Safe, Ethical and Sustainable Practice in Housing**

### Outcome 1

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 301**

## **Promote Safe, Ethical and Sustainable Practice in Housing**

### **Outcome 2**

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

### **Assessment Criteria**

The learner can:

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

## Unit 301

# Promote Safe, Ethical and Sustainable Practice in Housing

## Outcome 3

Promote safe and sustainable working practices

### Assessment Criteria

The learner can:

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

## **Unit 301**

## **Promote Safe, Ethical and Sustainable Practice in Housing**

### Outcome 4

Understand legal and organisational requirements to ensure confidentiality of records

#### **Assessment Criteria**

The learner can:

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

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 302**

# **Plan Own Professional Development within Housing**

### Outcome 1

Understand development opportunities and resources within their organisation

#### **Assessment Criteria**

The learner can:

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

## **Unit 302**

# **Plan Own Professional Development within Housing**

## **Outcome 2**

Understand how to address career and wider personal development

### **Assessment Criteria**

The learner can:

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

## **Unit 302**

## **Plan Own Professional Development within Housing**

### **Outcome 3**

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

#### **Assessment Criteria**

The learner can:

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

## Unit 303

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

**Level:** 3

**Credit value:** 5

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 303**

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

### **Outcome 1**

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

#### **Assessment Criteria**

The learner can:

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

## Unit 303

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

## Outcome 2

Promote effective communication

### Assessment Criteria

The learner can:

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

## **Unit 303**

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

## **Outcome 3**

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

### **Assessment Criteria**

The learner can:

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

**Level:** 3

**Credit value:** 2

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

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

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills.

### **Assessment and grading**

This unit will be assessed by:

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

## **Unit 304**

### Outcome 1

## **Respond to Customer Requests for Repairs**

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

### **Assessment Criteria**

The learner can:

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

## **Unit 304**

### Outcome 2

## **Respond to Customer Requests for Repairs**

Know organisational policies and procedures relating to requests

### **Assessment Criteria**

The learner can:

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

## **Unit 304**

### Outcome 3

## **Respond to Customer Requests for Repairs**

Establish and respond to customer requests for repairs

### **Assessment Criteria**

The learner can:

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

**Level:** 3

**Credit value:** 4

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

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

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills.

### **Assessment and grading**

This unit will be assessed by:

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

## **Unit 305**

### Outcome 1

## **Inspect the Condition of Property**

Know health and safety and organisational procedures relating to inspection

### **Assessment Criteria**

The learner can:

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

## **Unit 305**

### **Outcome 2**

## **Inspect the Condition of Property**

### **Know how to conduct an inspection**

#### **Assessment Criteria**

The learner can:

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

## Unit 305

## Inspect the Condition of Property

### Outcome 3

### Inspect properties

#### **Assessment Criteria**

The learner can:

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

## Unit 306

# Organise the Maintenance and Repair of Property

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 306**

# **Organise the Maintenance and Repair of Property**

### Outcome 1

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

#### **Assessment Criteria**

The learner can:

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

## Unit 306

# Organise the Maintenance and Repair of Property

## Outcome 2

### Organise the maintenance and repairs

#### Assessment Criteria

The learner can:

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

## **Unit 306**

# **Organise the Maintenance and Repair of Property**

## **Outcome 3**

### **Check the work**

#### **Assessment Criteria**

The learner can:

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

## Unit 307

# Allocate Accommodation to Meet Customers' Needs

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to allocate accommodation to meet customers' needs H3 07.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 307**

## **Allocate Accommodation to Meet Customers' Needs**

### Outcome 1

Know organisational and health and safety policies and procedures relating to the allocation of accommodation

### **Assessment Criteria**

The learner can:

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

## **Unit 307**

# **Allocate Accommodation to Meet Customers' Needs**

## **Outcome 2**

Know the organisations housing stock

### **Assessment Criteria**

The learner can:

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

## Unit 307

## Allocate Accommodation to Meet Customers' Needs

### Outcome 3

### Allocate accommodation

#### Assessment Criteria

The learner can:

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

## Unit 308

# Set Up and Manage Tenancy, Licence and Leaseholder Agreements

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 308**

# **Set Up and Manage Tenancy, Licence and Leaseholder Agreements**

### Outcome 1

Understand the legal definitions of tenancy, license and leaseholder

#### **Assessment Criteria**

The learner can:

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

## **Unit 308**

# **Set Up and Manage Tenancy, Licence and Leaseholder Agreements**

### Outcome 2

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

#### **Assessment Criteria**

The learner can:

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

## Unit 308

# Set Up and Manage Tenancy, Licence and Leaseholder Agreements

## Outcome 3

### Set up agreements

#### Assessment Criteria

The learner can:

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

## Unit 308

# Set Up and Manage Tenancy, Licence and Leaseholder Agreements

### Outcome 4

### Manage agreements

#### Assessment Criteria

The learner can:

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

## Unit 309

# Respond to Possible Breaches of Agreements in the Housing Sector

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 309**

## **Respond to Possible Breaches of Agreements in the Housing Sector**

### Outcome 1

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

### **Assessment Criteria**

The learner can:

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

## Unit 309

# Respond to Possible Breaches of Agreements in the Housing Sector

### Outcome 2

Investigate possible breaches of agreement

#### Assessment Criteria

The learner can:

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

## **Unit 309**

# **Respond to Possible Breaches of Agreements in the Housing Sector**

### **Outcome 3**

Take appropriate action to resolve the breach

#### **Assessment Criteria**

The learner can:

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

## Unit 310

# Sell Property to Customers within a Housing Organisation Setting

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 310**

# **Sell Property to Customers within a Housing Organisation Setting**

### Outcome 1

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 310**

# **Sell Property to Customers within a Housing Organisation Setting**

## Outcome 2

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

### **Assessment Criteria**

The learner can:

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

## Unit 310

# Sell Property to Customers within a Housing Organisation Setting

## Outcome 3

Implement policies and procedures for the sale of property

### Assessment Criteria

The learner can:

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

## Unit 311

# Provide Housing Advice and Guidance to Customers

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

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

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 311**

## **Provide Housing Advice and Guidance to Customers**

### Outcome 1

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 311          Provide Housing Advice and Guidance to Customers**

Outcome 2          Provide housing advice and guidance

### **Assessment Criteria**

The learner can:

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

**Level:** 3

**Credit value:** 2

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

This unit is linked to manage empty properties H3 12.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills.

### **Assessment and grading**

This unit will be assessed by:

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

## **Unit 312**

### Outcome 1

## **Manage Empty Properties**

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

### **Assessment Criteria**

The learner can:

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

## **Unit 312**

## **Manage Empty Properties**

### Outcome 2

Implement policies and procedures relating to empty properties

#### **Assessment Criteria**

The learner can:

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

**Level:** 3

**Credit value:** 3

**Unit aim**

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

**Learning outcomes**

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

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

**Guided learning hours**

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

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

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

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills.

**Assessment and grading**

This unit will be assessed by:

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

## **Unit 313**

### Outcome 1

## **Provide a Housing Rent Service**

Understand the legislation which relates to providing a housing rent service

### **Assessment Criteria**

The learner can:

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

## **Unit 313**

### Outcome 2

## **Provide a Housing Rent Service**

Know organisational policies and procedures for providing a housing rent service

### **Assessment Criteria**

The learner can:

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

## Unit 313

## Provide a Housing Rent Service

### Outcome 3

### Provide a rent service

#### Assessment Criteria

The learner can:

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

## **Unit 313**

## **Provide a Housing Rent Service**

### Outcome 4

### Monitor the rent service

#### **Assessment Criteria**

The learner can:

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

**Level:** 3

**Credit value:** 3

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

This unit is linked to manage temporary accommodation H3 14.

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Asset Skills.

### **Assessment and grading**

This unit will be assessed by:

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

## **Unit 314**

### Outcome 1

## **Manage Temporary Accommodation**

Understand legal, organisational policies and procedures for administering temporary accommodation

### **Assessment Criteria**

The learner can:

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

## **Unit 314**

### Outcome 2

## **Manage Temporary Accommodation**

Organise the provision of temporary accommodation

### **Assessment Criteria**

The learner can:

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

## **Unit 314**

### Outcome 3

## **Manage Temporary Accommodation**

### Monitor temporary accommodation

#### **Assessment Criteria**

The learner can:

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

**Level:** 2

**Credit value:** 7

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

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

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by the Institute of Customer Service.

### **Assessment and grading**

This unit will be assessed by:

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

## **Unit 315**

## **Deal with Customers by Telephone**

### Outcome 1

### Use the telephone system effectively

#### **Assessment Criteria**

The learner can:

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

## Unit 315

## Deal with Customers by Telephone

### Outcome 2

Plan and make focused telephone calls to their customer

#### Assessment Criteria

The learner can:

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

## Unit 315

## Deal with Customers by Telephone

### Outcome 3

### Handle incoming calls effectively

#### Assessment Criteria

The learner can:

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

## Unit 315

## Deal with Customers by Telephone

### Outcome 4

Know and understand how to competently deal with customers by telephone

#### Assessment Criteria

The learner can:

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

## Unit 316

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

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

**Unit 316**      **Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities**

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

**Assessment Criteria**

The learner can:

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

**Unit 316**      **Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities**

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

**Assessment Criteria**

The learner can:

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

**Unit 316**      **Support the Customers Engagement with the Local Community through Identification of Support Networks and Development Opportunities**

Outcome 3      Support customers to access development opportunities

**Assessment Criteria**

The learner can:

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

## Unit 317

# Arrange and Facilitate Meetings with Housing Customers and Others

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 317**

# **Arrange and Facilitate Meetings with Housing Customers and Others**

### Outcome 1

Know the organisation's procedures for arranging meetings

#### **Assessment Criteria**

The learner can:

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

## Unit 317

# Arrange and Facilitate Meetings with Housing Customers and Others

## Outcome 2

### Arrange meetings

#### Assessment Criteria

The learner can:

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

## **Unit 317**

# **Arrange and Facilitate Meetings with Housing Customers and Others**

### **Outcome 3**

Understand techniques for facilitating meetings

#### **Assessment Criteria**

The learner can:

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

## Unit 317

# Arrange and Facilitate Meetings with Housing Customers and Others

## Outcome 4

### Facilitate meetings

#### Assessment Criteria

The learner can:

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

## Unit 318

# Work with Customers and Groups to Develop the Community

**Level:** 3

**Credit value:** 3

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 318**

# **Work with Customers and Groups to Develop the Community**

### **Outcome 1**

Know the organisation's policies and procedures for community involvement

#### **Assessment Criteria**

The learner can:

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

## **Unit 318**

# **Work with Customers and Groups to Develop the Community**

### **Outcome 2**

Know techniques for effective community involvement

#### **Assessment Criteria**

The learner can:

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

## **Unit 318**

# **Work with Customers and Groups to Develop the Community**

## **Outcome 3**

Encourage participation in the community

### **Assessment Criteria**

The learner can:

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

## **Unit 318**

# **Work with Customers and Groups to Develop the Community**

## **Outcome 4**

Develop community activities

### **Assessment Criteria**

The learner can:

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

## Unit 319

# Develop and Sustain Partnership Working Arrangements in a Housing Environment

**Level:** 3

**Credit value:** 2

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 319**

# **Develop and Sustain Partnership Working Arrangements in a Housing Environment**

### Outcome 1

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

#### **Assessment Criteria**

The learner can:

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

## Unit 319

# Develop and Sustain Partnership Working Arrangements in a Housing Environment

## Outcome 2

Develop and sustain partnership working

### Assessment Criteria

The learner can:

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

## Unit 320

# Develop and Promote Customer Involvement in a Housing Organisation

**Level:** 3

**Credit value:** 3

### Unit aim

This unit is about developing customer involvement in the organisation.

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 320**

# **Develop and Promote Customer Involvement in a Housing Organisation**

### **Outcome 1**

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 320**

# **Develop and Promote Customer Involvement in a Housing Organisation**

## **Outcome 2**

Develop customer involvement in the organisation

### **Assessment Criteria**

The learner can:

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

## Unit 321

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

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

**Unit 321**                      **Contribute to the Development,  
Implementation and Review of Support Plans  
with Individuals within a Housing Environment**

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

**Assessment Criteria**

The learner can:

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

## **Unit 321**

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

## **Outcome 2**

Contribute to the development of support plans

### **Assessment Criteria**

The learner can:

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

## Unit 321

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

## Outcome 3

Implement the support plan

### Assessment Criteria

The learner can:

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

## **Unit 321**

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

### **Outcome 4**

Contribute to the review of the support plan

#### **Assessment Criteria**

The learner can:

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

## Unit 322

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

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 322                      Support Social and Personal Development Needs of Customers within a Housing Environment**

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

### **Assessment Criteria**

The learner can:

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

## **Unit 322**

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

## **Outcome 2**

Understand the social and personal development needs of customers

### **Assessment Criteria**

The learner can:

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

## **Unit 322**

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

## **Outcome 3**

Support social and personal development needs of customers

### **Assessment Criteria**

The learner can:

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

## **Unit 322**

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

### **Outcome 4**

Monitor and keep records of the support given to customers

#### **Assessment Criteria**

The learner can:

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

## Unit 323

# Help Customers to Move and Settle into New Living Environments

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 323**

## **Help Customers to Move and Settle into New Living Environments**

### Outcome 1

Understand legislation, for moving customers into new living environments

#### **Assessment Criteria**

The learner can:

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

## **Unit 323**

# **Help Customers to Move and Settle into New Living Environments**

## Outcome 2

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

### **Assessment Criteria**

The learner can:

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

## Unit 323

## Help Customers to Move and Settle into New Living Environments

### Outcome 3

### Arrange accommodation

#### Assessment Criteria

The learner can:

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

## **Unit 323**

# **Help Customers to Move and Settle into New Living Environments**

## Outcome 4

Support the customer in the new living environment

### **Assessment Criteria**

The learner can:

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

## Unit 324

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

**Level:** 3

**Credit value:** 6

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 324**

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

### **Outcome 1**

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 324**

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

### **Outcome 2**

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 324**

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

## **Outcome 3**

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

### **Assessment Criteria**

The learner can:

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

## Unit 324

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

## Outcome 4

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

### Assessment Criteria

The learner can:

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

## Unit 324

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

## Outcome 5

Respond to harm, abuse, exploitation and discrimination

### Assessment Criteria

The learner can:

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

## Unit 325

# Direct Work with Customers Who Use a Housing Service

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 325**

## **Direct Work with Customers Who Use a Housing Service**

### Outcome 1

Understand legislation and guidelines to working with specific customers

#### **Assessment Criteria**

The learner can:

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

## **Unit 325**

## **Direct Work with Customers Who Use a Housing Service**

### **Outcome 2**

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

### **Assessment Criteria**

The learner can:

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

## Unit 325

## Direct Work with Customers Who Use a Housing Service

### Outcome 3

Apply policies and procedures to work within relevant boundaries with customers

#### Assessment Criteria

The learner can:

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

#### Notes for guidance

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

## Unit 326

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

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 326**

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

### **Outcome 1**

Understand their role and responsibilities when developing relationships with customers

#### **Assessment Criteria**

The learner can:

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

## **Unit 326**

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

## **Outcome 2**

Understand the challenges faced when working with customers in isolating situations

### **Assessment Criteria**

The learner can:

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

## **Unit 326**

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

## **Outcome 3**

Work with customers to maintain and establish contacts and interests

### **Assessment Criteria**

The learner can:

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

## Unit 327

# Provide Support to Customers to Reduce the Risk of Homelessness

**Level:** 3

**Credit value:** 4

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

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

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Asset Skills.

### Assessment and grading

This unit will be assessed by:

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

## **Unit 327**

# **Provide Support to Customers to Reduce the Risk of Homelessness**

### Outcome 1

Understand the legislation which relates to homelessness

#### **Assessment Criteria**

The learner can:

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

## **Unit 327**

# **Provide Support to Customers to Reduce the Risk of Homelessness**

## **Outcome 2**

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

### **Assessment Criteria**

The learner can:

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

## Unit 327

# Provide Support to Customers to Reduce the Risk of Homelessness

## Outcome 3

Support customers to prevent homelessness

### Assessment Criteria

The learner can:

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

### 3.1 Summary of assessment methods

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

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

#### Observation requirements

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

#### Additional assessment methods or evidence sources

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

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

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

## 3.2 Evidence requirements

### Simulation

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

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

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

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

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

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

### Imported Unit

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

### Recognition of prior learning and achievement

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

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

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

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

### 3.3 Recording forms

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

They are available from the City & Guilds website.

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

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

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

This should be the first page of the candidate portfolio.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This form is available in portrait (1 1A) and landscape (1 1B) format

## 4 Course design and delivery

### 4.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

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

### 4.2 Recommended delivery strategies

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

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

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

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

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

## Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

- **Walled Garden**

Find out how to register and certificate candidates on line

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

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

- **Events**

Contains dates and information on the latest Centre events

- **Online assessment**

Contains information on how to register for GOLLA assessments.

## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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