

Level 3 Diploma in Property (4401-31/32)

September 2017 Version 2.2



Qualification at a glance

Subject area	Property
City & Guilds number	4401
Age group approved	16+
Assessment	By portfolio
Fast track	Not available
Support materials	Centre handbook
Registration and certification	Consult the City & Guilds website for information

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Diploma in Property (Sale of Residential Property)	85	370	4401-31	600/1193/2
Level 3 Diploma in Property (Residential Property Letting and Management)	132	370	4401-32	600/1198/1

Version and date	Change detail	Section
Version 2 6 March 2013	Deleted references to Independent Advocacy in the 'simulation' paragraph at the end of each unit as this is not relevant to this qualification.	Units
Version 2.1 September 2014	Unit 308 UAN, Credit value and GLH corrected	Units
Version 2.2 September 2017	Added TQT details Deleted QCF	Qualification at a glance and Structure Throughout



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	<p>City and Guilds Level 3 Diploma in Property (Sale of Residential Property and Residential Letting and Management) has been developed for learners who are currently working in support/supervisory roles in residential letting/sales/management and allows them to take a qualification that recognises their current skills and knowledge.</p> <p>Learners will have typically had have roles in customer service and administration and have now advanced to dealing with viewing properties, valuing properties, marketing property for sale, negotiating price with potential buyers and the seller; amongst others.</p>
What do the qualifications cover?	A Level 3 qualification in Property allows candidates to learn, develop and practise the skills required for employment and/or career progression in the property sector.
Are the qualifications part of a framework or initiative?	<p>A City and Guilds Level 3 Diploma in Property serve as competence certificates, in the Advanced Level 3 Apprenticeship framework for Property Services. Two apprenticeship pathways exists at Level 3:</p> <ul style="list-style-type: none"> • Advanced Apprenticeship in Property Services (Sale of Residential Property) • Advanced Apprenticeship in Property Services (Residential Property Letting and Management)
Who did we develop the qualification with?	This qualification has been developed to provide learners with valuable accreditation of skills to prove occupational competence.
What opportunities for progression are there?	<p>It allows candidates to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> • Level 3 Advanced Apprenticeship in Property Services • Other ILM Management Qualifications • On completion of this framework apprentices can apply to be associate members of the Royal Chartered Institute of Surveyors (RICS) and the National Federation of Property Professionals.

Structure

To achieve the **Level 3 Diploma in Property (Sale of Residential Property)**, learners must achieve **24** credits from the Mandatory Group A and a minimum of **13** credits from the Optional Group B. In addition, candidates taking an Apprenticeship must complete **4** credits from the Mandatory Apprenticeship Group C.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory		Group A	
M/600/2775	201	Reduce risks to health and safety in the workplace	3
J/601/2972	205	Maintain the security of individuals and property in a property environment	2
T/601/2949	202	Understanding professional conduct in a property environment	1
Y/601/3110	210	Match and promote properties to individuals	3
A/601/2967	302	Understanding legislation, guidelines, codes of practice and statutory information in residential sales	6
M/601/3145	315	Implement and review marketing activities for the sale of properties	4
F/601/3148	318	Negotiate the sale of properties in England, Wales and Northern Ireland	5
Optional		Group B	
J/601/3121	212	Conduct accompanied viewings of properties	3
J/601/3068	303	Monitor changes and assess their impact in the local property market	5
J/601/3071	304	Undertaking market appraisals and advising on the presentation of properties	5
Y/601/3107	305	Obtain instructions and agree marketing activities for properties	5
H/601/3109	306	Produce marketing materials for individual properties – residential sales	3
T/601/3146	316	Conduct accompanied visits around local property areas	3
A/601/3147	317	Conduct accompanied visits around development sites	4
L/601/3153	319	Qualify prospective buyers of properties	3
Y/601/3155	320	Progress sales of residential property	4
H/601/3160	322	Progress the part-exchange of properties	4

Unit accreditation number	City & Guilds unit	Unit title	Credit value
K/601/3161	323	Agree specifications for new properties with buyers	4
J/601/3166	324	Hand-over new properties to buyers	3
H/601/3174	325	Provide after-sales support to buyers of residential property	4
M/601/3212	326	Develop marketing materials for the promotion of residential property services	4
Mandatory		Apprenticeship Group C	
A/502/7524	219	Employment rights and responsibilities in the facilities management , housing and property sectors	2
R/600/6351	220	Develop yourself in the job role	2

To achieve the **Level 3 Diploma in Property (Residential Letting and Management)**, learners must achieve **24** credits from the Mandatory Group A and a minimum of **13** credits from the Optional Group B. In addition, candidates taking an Apprenticeship must complete **4** credits from the Mandatory Apprenticeship Group C.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory		Group A	
M/600/2775	201	Reduce risks to health and safety in the workplace	3
J/601/2972	205	Maintain the security of individuals and property in a property environment	2
T/601/2949	202	Understanding professional conduct in a property environment	1
R/601/2960	301	Understand legislation, guidelines, codes of practice, contractual arrangements and statutory information in residential lettings	6
Y/601/3107	305	Obtain instructions and agree marketing activities for properties	5
L/601/3122	307	Progress applications to rent property	3
R/601/3123	308	Negotiate tenancies	4
Optional		Group B	
+J/601/3068	303	Monitor changes and assess their impact in the local property market	5
J/601/3071	304	Undertaking market appraisals and advising on the presentation of properties	5

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Y/601/3124	309	Prepare inventories for properties to let	3
T/601/3129	310	Visit tenanted properties	3
K/601/3130	311	Facilitate the maintenance of managed properties	3
M/601/3131	312	Renew and extend tenancy agreements and review rents	3
Y/601/3141	313	Bring tenancy agreements to an end	3
K/601/3144	314	Implement check-out procedures and dispersals in a letting environment	4
Mandatory		Apprenticeship Group C	
A/502/7524	219	Employment rights and responsibilities in the facilities management , housing and property sectors	2
R/600/6351	220	Develop yourself in the job role	2

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma in Property (Sale of Residential Property)	85	370
Level 3 Diploma in Property (Residential Property Letting and Management)	132	370



2 Centre requirements

Approval

Existing centres wishing to offer this qualification must use the standard Qualification Approval Process.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications.

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.

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 these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s. There is no further age restriction for these qualifications unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to 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.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit

A technical certificate is required for learners completing a Level 2/Level 3 Apprenticeship. The underpinning knowledge is tested by the use of a bank of questions in accordance to the Asset Skills Property Services Assessment Strategy. The bank of questions consists of a core set of questions which relate to mandatory units and optional units. These questions can be found on the City & Guilds website.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed and is not sector specific.



5 Units

Structure of units

These units each have the following:

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

Unit 201

Reduce risks to health and safety in the workplace

UAN:	M/600/2775
Level:	2
Credit value:	3
GLH:	25
Relationship to NOS:	This unit is linked to the Asset Skills NOS
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

Learning outcome
The learner will: 1. know about their organisation's health and safety procedures
Assessment criteria
The learner can: 1.1 describe their responsibilities and legal duties for health and safety in the workplace 1.2 identify responsibilities and legal duties for health and safety specific to their own job role 1.3 name and locate the person responsible for health and safety in their area of work 1.4 describe where and when to get additional health and safety assistance 1.5 give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products.

Learning outcome
The learner will: 2. know how to identify the hazards in the workplace
Assessment criteria
The learner can: 2.1 define the term 'hazard' 2.2 give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role

2.3	give reasons why it is important to remain alert to the presence of hazards in the whole workplace
2.4	describe why personal presentation and behaviour is important in maintaining health and safety in the workplace.

Learning outcome
The learner will:
3. know how to evaluate risks in the workplace
Assessment criteria
The learner can:
3.1 define the term 'risk'
3.2 give reasons why they should deal with or report risks
3.3 describe procedures for reporting risks which they are unable to deal with
3.4 describe the risks to the environment which may be present in the workplace and your own job.

Learning outcome
The learner will:
4. be able to identify the hazards and risks in the workplace
Assessment criteria
The learner can:
4.1 select the workplace instructions relevant to the job
4.2 identify aspects of the workplace which could pose a danger to themselves or others
4.3 give examples of working practices in the job which could pose a danger to people in the workplace
4.4 assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person
4.5 deal with hazards in accordance with instructions and legal requirements.

Learning outcome
The learner will:
5. be able to reduce the risks to health and safety in the workplace
Assessment criteria
The learner can:
5.1 perform duties in accordance with workplace instructions, manufacturer's instructions and legal requirements
5.2 use equipment materials and products safely and in accordance with instructions
5.3 use relevant equipment to control risks to health and safety
5.4 make suggestions on how to reduce risks to health and safety in the workplace to the relevant person
5.5 describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person
5.6 describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self and others.

Unit 201 Reduce risks to health and safety in the workplace

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 202

Understanding professional conduct in a property environment

UAN:	T/601/2949
Level:	2
Credit value:	1
GLH:	2
Relationship to NOS:	This unit partially covers the Asset Skills units RL3, RL5, RL7, RL8, RL10, RL11, RL12, RL13, RL14, RL16, RL17, RL18, RL19, RL20, RL21.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about presenting a professional image when working in a property environment. It includes providing information in a way which promotes understanding.

Learning outcome
The learner will: 1. understand how to present a positive image in a property environment
Assessment criteria
The learner can: 1.1 describe the standards of appearance and conduct which should be maintained in a property environment 1.2 explain why it is important to maintain standards of appearance and conduct in a property environment.

Learning outcome
The learner will: 2. understand the importance of communicating information clearly
Assessment criteria
The learner can: 2.1 explain why it is important to explain technical terms and abbreviations when providing information 2.2 explain why it is important to avoid jargon when providing information 2.3 explain the importance of checking that the recipient has understood the information given.

Unit 202

Understanding professional conduct in a property environment

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 205

Maintain the security of individuals and property in a property environment

UAN:	J/601/2972
Level:	2
Credit value:	3
GLH:	6
Relationship to NOS:	This unit has a direct relationship with Asset Skills units RL2 and SORP2.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about contributing to the maintenance of the security of yourself, colleagues, customers and property, covering both personal property and properties available through the organisation. It includes identifying possible risks to security and applying appropriate security procedures at all times both in the office and when offsite at properties.

Learning outcome
The learner will: 1. know how to maintain the security of self and others
Assessment criteria
The learner can: 1.1 state the main types of risks: <ul style="list-style-type: none">• within the working environment• when visiting properties and development sites which may affect: <ul style="list-style-type: none">• self• colleagues• others 1.2 describe the organisational procedures for minimising the risks to individuals 1.3 state the importance of monitoring the whereabouts of colleagues 1.4 describe what constitutes: <ul style="list-style-type: none">• unexpected circumstances• absences• departures from agreed schedules 1.5 describe the procedures which should be followed in the event of an emergency.

Learning outcome
The learner will: 2. know how to maintain the security of information about individuals
Assessment criteria
The learner can: 2.1 describe the organisational procedures for the security of information 2.2 give examples of types of information which may be sensitive 2.3 state who is entitled to receive different types of information about individuals 2.4 describe the organisational procedures for disposing of information relating to individuals and property that is no longer required.

Learning outcome
The learner will: 3. know how to maintain the security of property
Assessment criteria
The learner can: 3.1 state the main types of risks to: <ul style="list-style-type: none"> • personal property • residential properties 3.2 describe the actions and organisational procedures appropriate to minimising the risks to: <ul style="list-style-type: none"> • personal property • residential properties 3.3 describe the organisational procedures for the security and logging of keys and access codes for properties 3.4 describe the organisational procedures and security arrangements for the handling of cash and cheque payments.

Learning outcome
The learner will: 4. be able to maintain the security of self and others
Assessment criteria
The learner can: 4.1 identify risks: <ul style="list-style-type: none"> • within the working environment • when visiting properties and development sites which may affect: <ul style="list-style-type: none"> • self • colleagues • others 4.2 apply relevant security procedures and guidelines for addressing risks to: <ul style="list-style-type: none"> • self • colleagues • others

- | | |
|-----|--|
| 4.3 | provide clear and accurate information to relevant colleagues regarding own travelling arrangements and schedules when visiting properties and sites |
| 4.4 | follow the organisational procedures for monitoring the whereabouts of colleagues |
| 4.5 | respond appropriately to any unexpected circumstances, absences and departures from agreed schedules |
| 4.6 | follow organisational procedures in the event of an emergency. |

Learning outcome

The learner will:

- | | |
|----|---|
| 5. | be able to maintain the security of property, personal belongings and information |
|----|---|

Assessment criteria

The learner can:

- | | |
|-----|--|
| 5.1 | identify the security risks affecting: <ul style="list-style-type: none"> • properties • personal belongings |
| 5.2 | apply the relevant security procedures and guidelines for protecting: <ul style="list-style-type: none"> • properties • personal belongings • valuables • money • keys and access codes |
| 5.3 | follow organisational procedures for reporting any security equipment which is not functioning properly |
| 5.4 | follow organisational procedures for the security of information including the disposal of information which is no longer required. |

Unit 205

Maintain the security of individuals and property in a property environment

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 210

Match and promote properties to individuals

UAN:	Y/601/3110
Level:	2
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills units RL10 and SORP11.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about reviewing the properties available and matching these to the needs of prospective tenants or buyers known to your organisation. It also addresses contacting the prospective tenants or buyers, providing them with the details of relevant properties towards generating their interest in those properties available.

Learning outcome
The learner will: 1. know how to prepare for the marketing of properties to let
Assessment criteria
The learner can: 1.1 list the main types of tenants/buyers of residential property 1.2 identify factors which influence individual's decisions about properties 1.3 explain how to access information about properties available through the organisation to match to individuals 1.4 state what information is required from individuals to be able to match them to available properties 1.5 describe the organisational procedures for recording information regarding contacts made and the outcomes.

Learning outcome
The learner will: 2. know how to promote properties to individuals
Assessment criteria
The learner can: 2.1 describe the organisational procedures for contacting individuals about properties 2.2 outline what information can be provided about properties 2.3 state what actions should be taken when interest is expressed in a property.

Learning outcome
The learner will: 3. be able to match properties to individuals
Assessment criteria
The learner can: 3.1 identify properties which are available through the organisation 3.2 assess the types of individuals who are likely to have an interest in the properties 3.3 identify the requirements of individuals 3.4 match identified requirements with relevant features of properties 3.5 provide details of properties to interested parties 3.6 ensure that colleagues are informed about information given to individuals.

Learning outcome
The learner will: 4. be able to promote properties to individuals
Assessment criteria
The learner can: 4.1 contact individuals using appropriate methods in line with organisational procedures 4.2 explain to individuals: <ul style="list-style-type: none"> the relevant selling features of particular properties why the selling features match their requirements 4.3 establish whether individuals are interested in particular properties 4.4 agree relevant actions towards assisting individuals to review further properties of interest 4.5 maintain records of contacts made in line with organisational procedures 4.6 ensure that relevant colleagues are informed of possible interest in particular properties 4.7 comply with all relevant legislation, guidelines and codes of practice when promoting properties.

Unit 210

Match and promote properties to individuals

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 212

Conduct accompanied viewings of properties

UAN:	J/601/3121
Level:	2
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills units RL12 and SORP15.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about accompanying prospective buyers/tenants to view properties. It includes providing them with relevant information and knowledge regarding the property, and answering their questions. This unit is suitable for use in a sales or lettings environment.

Learning outcome
The learner will: 1. know how to prepare for viewings
Assessment criteria
The learner can: 1.1 list the key features of the local property area which are of interest to prospective buyers/tenants 1.2 list the types of marketing materials regarding the organisation's properties and how to access them 1.3 state how to obtain information about any fixtures and fittings which are included in a property 1.4 describe how the following are identified: <ul style="list-style-type: none">• typical property values in the area• types of different property that are being sold/let.

Learning outcome
The learner will: 2. know how to liaise with prospective buyers/tenants
Assessment criteria
<p>The learner can:</p> <p>2.1 list the main types of buyers/tenants of residential properties</p> <p>2.2 identify factors that influence individual's decisions</p> <p>2.3 outline what information can be provided to individuals about properties</p> <p>2.4 describe types of visiting conditions and restrictions that may apply to different properties</p> <p>2.5 give examples of typical questions asked about properties</p> <p>2.6 state how questions about properties should be addressed</p> <p>2.7 state what actions should be taken when interest is expressed in a property.</p>

Learning outcome
The learner will: 3. be able to prepare to conduct accompanied viewings
Assessment criteria
<p>The learner can:</p> <p>3.1 confirm the property is still available</p> <p>3.2 confirm arrangements for the viewing with all relevant parties</p> <p>3.3 obtain current marketing materials for the property to be viewed</p> <p>3.4 identify all relevant:</p> <ul style="list-style-type: none"> • specifications for the property • details of fixture and fittings available <p>3.5 identify the types and locations of local services and amenities</p> <p>3.6 ensure that individuals have accurate and clear directions for the property to be viewed</p> <p>3.7 check that access to the property is available at the time of the proposed viewing</p> <p>3.8 take action to address any problems with the viewing.</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to conduct viewings of properties</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 attend appointments at the agreed time and place</p> <p>4.2 confirm with the prospective buyer/tenant:</p> <ul style="list-style-type: none"> • own identity • identity of the prospective buyer/tenant • objectives for the viewing • proposed itinerary • their expectations <p>4.3 promote the key selling points of the property</p> <p>4.4 provide accurate information about local services and amenities</p> <p>4.5 check that individuals have understood information and answer questions asked if any</p> <p>4.6 record significant comments regarding properties of interest in line with organisational procedures</p> <p>4.7 identify properties of interest and agree actions to progress interest</p> <p>4.8 carry out viewings in accordance with any conditions and restrictions</p> <p>4.9 take steps to maintain health, safety and security for all parties</p> <p>4.10 ensure that the property is secure on departure</p> <p>4.11 maintain clear and accurate records of viewings and their outcomes</p> <p>4.12 ensure that relevant colleagues are kept informed of viewings and their outcomes</p> <p>4.13 comply with all relevant legislation, guidelines and codes of practice relevant to conducting accompanied viewings.</p>

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 219

Employment rights and responsibilities in the facilities management, housing and property sectors

UAN:	A/502/7524
Level:	2
Credit value:	2
GLH:	16
Relationship to NOS:	This unit is linked to the Asset Skills NOS.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	Successful assessment of the unit proves that the candidate has achieved the national occupational standard to understand employment rights and responsibilities.

Learning outcome
The learner will: 1. know employer and employee rights, responsibilities and own organisational procedures
Assessment criteria
The learner can: 1.1 state employer and employee rights and responsibilities under employment law, including Equality Act, Health & Safety and other relevant legislation 1.2 state importance of having employment rights and responsibilities 1.3 describe organisational procedures for health & safety, including documentation 1.4 describe organisational procedures for equality & diversity, including documentation 1.5 identify sources of information and advice on employment rights and responsibilities.

Learning outcome
The learner will: 2. know factors that affect own organisation and occupation
Assessment criteria
<p>The learner can:</p> <p>2.1 describe the role played by own occupation within organisation and industry</p> <p>2.2 describe career pathways available to them</p> <p>2.3 state types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry</p> <p>2.4 identify sources of information and advice on own industry, occupation, training and career</p> <p>2.5 describe principles, policies and codes of practice used by own organisation and industry</p> <p>2.6 describe issues of public concern that affect own organisation and industry.</p>

Unit 219

Employment rights and responsibilities in the facilities management, housing and property sectors

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 220

Develop yourself in the job role

UAN:	R/600/6351
Level:	2
Credit value:	2
GLH:	12
Relationship to NOS:	This unit is developed from NOC C2 03 and C2 04.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about developing yourself in your job by identifying areas for further development and setting yourself targets for achieving this.

Learning outcome
The learner will: 1. know how to develop him/her self in the job
Assessment criteria
The learner can: 1.1 identify activities that could help with self development 1.2 describe how to set targets for personal development 1.3 state the importance of setting achievable personal development targets 1.4 identify the types of support available to achieve targets 1.5 describe the procedures for accessing support 1.6 state the importance of reviewing and updating progress against targets 1.7 describe the procedures for reviewing and updating progress 1.8 list the benefits of discussing progress with others.

Learning outcome
The learner will: 2. be able to develop him/her self in the job
Assessment criteria
The learner can: 2.1 identify and agree areas where they could develop further 2.2 agree achievable targets for personal development 2.3 agree the time and support required to achieve targets 2.4 demonstrate new skills in the workplace 2.5 request and use feedback on own performance from others.

Unit 220 Develop yourself in the job role

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 301

Understanding legislation, guidelines, codes of practice, contractual arrangements and statutory information in residential lettings

UAN:	R/601/2960
Level:	3
Credit value:	6
GLH:	24
Relationship to NOS:	This unit partially covers Asset Skills units RL3, RL5, RL7, RL8, RL10, RL11, RL12, RL13, RL14, RL16, RL17, RL18, RL19, R20, RL21.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about the legislation, guidelines, codes of practice and statutory information requirements which need to be adhered to in a lettings environment. It also includes knowledge of the contractual arrangements in terms of tenancy agreements and terms of business for lettings.

Learning outcome
The learner will: 1. understand legislation, guidelines and codes of practice in residential lettings
Assessment criteria
The learner can: 1.1 list the: <ul style="list-style-type: none">• legislation• guidelines• codes of practice relevant to the: <ul style="list-style-type: none">• security of individuals• security of property• providing information to tenants and landlords• production of marketing materials for residential properties to let• erection of boards

- undertaking market appraisals
- advising landlords on the presentation of properties
- obtaining instructions and agreeing marketing plans
- preparing properties for marketing
- contacting prospective tenants
- describing properties
- organising viewings of properties
- progressing viewings of properties
- conducting viewings of properties to let
- progressing applications to rent properties
- negotiating tenancies
- preparing inventories
- handing over residential property to tenants
- tenant deposits
- tenancy agreements
- rent reviews
- ending tenancies
- check-out procedures

1.2 explain how legislation, guidelines and codes of practice impact on:

- security of individuals
- security of property
- providing information to tenants and landlords
- the display of marketing materials for residential properties to let
- the erection of boards
- undertaking market appraisals
- advising landlords on the presentation of properties
- obtaining instructions
- agreeing marketing plans
- preparing properties for marketing
- contacting prospective tenants
- describing properties
- organising viewings of properties
- progressing viewings of properties
- conducting viewings of properties to let
- negotiating tenancies
- preparing inventories
- handing over residential property to tenants
- tenant deposits
- tenancy agreements
- rent reviews
- ending tenancies
- check-out procedures.

Learning outcome
The learner will: 2. understand statutory information in residential lettings
Assessment criteria
The learner can: 2.1 list the typical range of statutory documents required for properties to let 2.2 explain the purpose of statutory information for property to let 2.3 explain why it is important to comply with statutory information requirements for property to let 2.4 explain why it is important to ensure that all statutory information for property to let is in place in line with legal requirements.

Learning outcome
The learner will: 3. understand tenancy agreements and terms of appointment
Assessment criteria
The learner can: 3.1 list types of tenancy agreements 3.2 describe the terms associated with different types of tenancy agreements 3.3 list the types of special terms or conditions which may be requested for tenancy agreements 3.4 list the types of conditions which can legally be included in tenancy agreements 3.5 explain the difference between: <ul style="list-style-type: none"> • landlords special terms • restrictive covenants 3.6 describe the general terms of appointment for own organisation 3.7 explain how the general terms of appointment can vary.

Unit 301

Understanding legislation, guidelines, codes of practice, contractual arrangements and statutory information in residential lettings

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 302

Understanding legislation, guidelines, codes of practice and statutory information in residential sales

UAN:	A/601/2967
Level:	3
Credit value:	6
GLH:	24
Relationship to NOS:	This unit partially covers Asset Skills units SORP3, SORP, 4, SORP7, SORP8, SORP9, SORP10, SORP11, SORP12, SORP13, SORP14, SORP15, SORP16, SORP17, SORP18, SORP19, SORP23, SORP24, SORP25, SORP26.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about the legislation, guidelines, codes of practice and statutory information requirements which need to be adhered to in a residential sales environment.

Learning outcome
The learner will: 1. understand legislation, guidelines and codes of practice in residential sales
Assessment criteria
The learner can: 1.1 list the: <ul style="list-style-type: none">• legislation• guidelines• codes of practice relevant to the: <ul style="list-style-type: none">• security of individuals• security of property• providing information to buyers and sellers• production of marketing materials for residential properties for sale• erection of boards• organising market appraisals

- undertaking market appraisals
- advising sellers on the presentation of properties
- obtaining instructions
- agreeing marketing activities
- implementation of marketing activities
- contacting prospective buyers and sellers
- describing properties
- arranging and conducting visits of property areas
- organising viewings of properties
- progressing viewings of properties
- conducting viewings of properties for sale
- qualifying prospective buyers
- progressing residential sales
- money laundering
- provision of after-sales service

1.2 explain how legislation, guidelines and codes of practice impact on:

- security of individuals
- security of property
- providing information to buyers and sellers
- production of marketing materials for residential properties for sale
- erection of boards
- organising market appraisals
- undertaking market appraisals
- advising sellers on the presentation of properties
- obtaining instructions
- agreeing marketing activities
- implementation of marketing activities
- contacting prospective buyers and sellers
- describing properties
- arranging and conducting visits of property areas
- organising viewings of properties
- progressing viewings of properties
- conducting viewings of properties for sale
- qualifying prospective buyers
- progressing residential sales
- money laundering
- provision of after-sales service.

Learning outcome

The learner will:

2. understand statutory information in residential sales

Assessment criteria

The learner can:

2.1 describe why it is important to comply with statutory information requirements for properties for sale.

Unit 302

Understanding legislation, guidelines, codes of practice and statutory information in residential sales

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 303

Monitor changes and assess their impact in the local property market

UAN:	J/601/3068
Level:	3
Credit value:	5
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP6 and RL6.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about monitoring changes occurring in the local property market and determining their impact upon the saleability of different properties within it. It includes making reasoned recommendations regarding marketing of properties in the light of findings.

Learning outcome
The learner will: 1. understand how to monitor changes in the local property market
Assessment criteria
The learner can: 1.1 explain why it is important to monitor changes in the local property market 1.2 describe the importance of determining a meaningful time-span over which changes can be monitored 1.3 describe how to determine the length of a “meaningful” time-span 1.4 list sources of information which can be used to monitor changes in the local property market 1.5 describe how to access information about the local property market 1.6 explain why it is important to check that information is accurate, complete and current before use 1.7 list local and national factors which can cause changes in the local property market 1.8 list the typical types of changes which can occur in the local property market.

Learning outcome
<p>The learner will:</p> <p>2. know how to assess the impact of changes in the local property market</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 describe how changes in the local property market can impact on:</p> <ul style="list-style-type: none"> • the market as a whole • particular types of property <p>2.2 explain why it is important to assess the relative impact of changes identified in the local property market</p> <p>2.3 explain how the marketing of different types of properties can address changes in the local property market</p> <p>2.4 describe the organisational procedures for reporting the outcomes of monitoring</p> <p>2.5 describe the importance of providing information about own assessment of the local property market only to those who have a right to it</p> <p>2.6 describe the importance of communicating the level of confidence that can be placed in the assessment of the local property market.</p>

Learning outcome
<p>The learner will:</p> <p>3. be able to monitor changes in the local property market</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 determine the following:</p> <ul style="list-style-type: none"> • size of the local property market • nature of the local property market • period over which changes are to be considered <p>3.2 identify and review information about the local property market including:</p> <ul style="list-style-type: none"> • the local economy • property prices • property sales and rental activity • new builds and redevelopment in the area.

Learning outcome
<p>The learner will:</p> <p>4. be able to assess the impact of changes in the local property market</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 analyse all relevant information to identify:</p> <ul style="list-style-type: none"> • factors affecting the local property market • consequent changes <p>4.2 assess which local and national factors are likely to impact on the local property market in the future</p> <p>4.3 assess the impact of changes in the local property market on different types of property</p> <p>4.4 justify own assessment of the likely impact of changes in the local property market</p> <p>4.5 make reasoned recommendations about how different types of property should be marketed as a result of findings.</p>

Unit 303 Monitor changes and assess their impact in the local property market

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 304

Undertaking market appraisals and advising on the presentation of properties

UAN:	J/601/3071
Level:	3
Credit value:	5
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills units RL7 and SORP7.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about undertaking market appraisals of residential properties, advising landlords/sellers regarding the outcomes of your appraisals, and providing consequent advice about the presentation of their properties.

Learning outcome
The learner will: 1. understand organisational procedures for undertaking market appraisals and advising on the presentation of properties
Assessment criteria
The learner can: 1.1 describe how health, safety and security issues should be addressed when visiting a property to undertake market appraisals 1.2 describe: <ul style="list-style-type: none">• the purpose of market appraisals• the benefits of market appraisals• how to prepare market appraisals• points that should be addressed in market appraisals.

Learning outcome
The learner will: 2. know how to undertake market appraisals
Assessment criteria
The learner can: 2.1 list factors that affect the sale/rental value and saleability of individual properties 2.2 state the importance of obtaining all relevant information prior to undertaking an appraisal

- 2.3 list what information is required prior to undertaking an appraisal
- 2.4 describe how to obtain relevant information prior to undertaking an appraisal
- 2.5 list types of change that can affect the local property market
- 2.6 describe how changes to the local property market can have an impact on properties being appraised
- 2.7 describe how to inspect properties to the standard required by own organisation
- 2.8 state the importance of inspecting properties to the standard required by own organisation
- 2.9 list types of documents that may be required for the appraisal
- 2.10 describe the circumstances when documents are required for appraisals
- 2.11 describe how to obtain documents required for appraisals.

Learning outcome

The learner will:

- 3. know how to develop relationships with customers

Assessment criteria

The learner can:

- 3.1 list the main types of buyers/tenants of residential properties
- 3.2 identify factors that influence prospective buyers/tenants decisions
- 3.3 describe the importance of:
 - checking customer understanding of market appraisals
 - providing advice to customers
- 3.4 state methods used for checking customer understanding and providing advice
- 3.5 give examples of typical questions asked by customers about market appraisals
- 3.6 state how typical questions from customers should be addressed
- 3.7 list ways of presenting properties
- 3.8 give examples of aspects of properties that can create a positive or negative impression.

Learning outcome

The learner will:

- 4. be able to prepare for appraisals of properties

Assessment criteria

The learner can:

- 4.1 obtain information relevant to:
 - the property to be appraised
 - the customers reasons for seeking to sell/let the property
- 4.2 identify changes occurring in the local property market
- 4.3 assess the impact that changes to the market may have on the property to be appraised
- 4.4 confirm with the customer:
 - own identity
 - identity of the customer and other parties in attendance

- objectives for the visit
- proposed schedule for the market appraisal
- their expectations.

Learning outcome

The learner will:

5. be able to appraise properties

Assessment criteria

The learner can:

- 5.1 undertake the market appraisal at the agreed time
- 5.2 carry out an inspection covering:
 - the property internally and externally
 - dimensions
 - factors relevant to the property
- 5.3 identify and confirm any work which is claimed to have been carried out to the property
- 5.4 obtain documents relevant to the property
- 5.5 identify the property's main selling features and other factors that may impact upon its sale/rental value
- 5.6 agree the property's main selling features and other factors with the customer
- 5.7 complete the market appraisal following organisational procedures
- 5.8 confirm the next steps with the customer following the market appraisal
- 5.9 maintain clear and accurate records of market appraisals.

Learning outcome

The learner will:

6. be able to present market appraisal reports and advise upon the presentation of properties

Assessment criteria

The learner can:

- 6.1 confirm with the customer the purpose of the market appraisal
- 6.2 provide a realistic market appraisal of the property
- 6.3 explain how relevant factors impact upon the property's sale/rental value to the customer
- 6.4 obtain additional information that may be required
- 6.5 check that customers have understood the information and encourage questions
- 6.6 check the customer's intention to proceed with the sale/let of the property
- 6.7 identify the type of people who are likely to view the property
- 6.8 identify ways in which the property could be presented to attract viewers
- 6.9 identify the value and benefits of proposals for presenting the property, relating to the customer's aims
- 6.10 maintain up to date records of relevant points agreed
- 6.11 comply with all relevant legislation, guidelines and codes of practice relating to market appraisals.

Unit 304

Undertaking market appraisals and advising on the presentation of properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 305

Obtain instructions and agree marketing activities for properties

UAN:	Y/601/3107
Level:	3
Credit value:	5
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills units RL8 and SORP8.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about obtaining instructions from customers regarding the sale/let of their property and then agreeing with them marketing activities towards achieving a sale or let. It includes preparing and holding sales discussions, during which questions or concerns are handled effectively so that the commitment of the customer is gained. In the context of this unit the customer is the seller or landlord of the property.

Learning outcome
The learner will: 1. know how to obtain instructions
Assessment criteria
The learner can: 1.1 describe the organisational procedures for: <ul style="list-style-type: none">• obtaining instructions• agreeing marketing activities• progressing marketing activities 1.2 state the importance of obtaining all relevant information prior to seeking to obtain an instruction for a particular property 1.3 describe how to conduct and structure a sales presentation when seeking to obtain instructions 1.4 describe the difference between the features and benefits of the organisations services 1.5 list typical buying signals that customers might provide: <ul style="list-style-type: none">• verbal• non-verbal.

Learning outcome
The learner will: 2. know how to agree planned marketing activities
Assessment criteria
<p>The learner can:</p> <p>2.1 state the advantages and disadvantages of using the following types of marketing activities:</p> <ul style="list-style-type: none"> • newspaper advertising • web-based media • mail-shots • boards <p>2.2 list the main types of buyers/tenants of residential properties</p> <p>2.3 identify factors that influence prospective buyers/tenants decisions</p> <p>2.4 identify changes occurring in the local property market that will impact on the selection of marketing activities</p> <p>2.5 list typical questions asked about marketing properties</p> <p>2.6 state how typical questions about marketing properties should be addressed</p> <p>2.7 describe how conflicts of interest:</p> <ul style="list-style-type: none"> • can arise when marketing properties • should be addressed.

Learning outcome
The learner will: 3. be able to obtain instructions
Assessment criteria
<p>The learner can:</p> <p>3.1 review all information relevant to:</p> <ul style="list-style-type: none"> • the property • the customer • reasons for seeking to sell/let the property <p>3.2 discuss with the customer:</p> <ul style="list-style-type: none"> • the organisation's relevant services • the local property market • methods for selling/letting the property • marketing activities • the associated costs <p>relating these clearly to the customer's circumstances and the property</p> <p>3.3 identify any features of the organisations services which do not meet the customer's requirements and address these</p> <p>3.4 identify buying signals given by the customer and act upon them</p> <ul style="list-style-type: none"> • verbal • non-verbal <p>3.5 prioritise any concerns the customer has about making the instruction</p>

- 3.6 address and overcome where possible customer's concerns
- 3.7 agree with the customer:
 - the most appropriate method for the sale/let
 - terms of the instruction
 - costs to the customer
- 3.8 comply with all relevant legislation, guidelines and codes of practice relating to obtaining instructions.

Learning outcome

The learner will:

- 4. be able to agree marketing plans

Assessment criteria

The learner can:

- 4.1 confirm all relevant information about the property including the main selling features
- 4.2 review the outcomes of marketing activities used for similar properties
- 4.3 discuss with the customer marketing activities which are likely to be the most effective
- 4.4 agree with the customer:
 - resources available for marketing the property
 - marketing activities to be used
 - timing and sequence of marketing activities
- 4.5 confirm the customer's acceptance of the agreed marketing activities
- 4.6 maintain records of the agreed marketing activities in line with organisational procedures
- 4.7 ensure that marketing activities are progressed in line with organisational procedures.

Unit 305

Obtain instructions and agree marketing activities for properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 306

Produce marketing materials for individual properties (residential sales)

UAN:	H/601/3109
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP9.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about preparing marketing materials in line with planned marketing activities for a property and ensuring that these are produced correctly. It includes liaising with the seller to ensure their approval of the materials and with those involved in the production of final materials to ensure that final materials are correct and available on time.

Learning outcome
The learner will: 1. understand organisational procedures for the production of marketing materials for properties for sale
Assessment criteria
The learner can: 1.1 list types of marketing materials used to promote properties for sale 1.2 describe the advantages and disadvantages of different types of marketing materials used to promote residential properties for sale 1.3 describe organisational procedures for preparing and producing marketing materials for residential properties for sale.

Learning outcome
<p>The learner will:</p> <p>2. know how to prepare marketing materials for residential properties for sale</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 state the typical costs and timescales for the production of different types of marketing materials for residential properties for sale</p> <p>2.2 state the importance of planning marketing activities for individual residential properties</p> <p>2.3 describe why it is important to review all relevant information before developing marketing materials</p> <p>2.4 state the importance of ensuring that key selling features are emphasised and that the materials contain sufficient further information</p> <p>2.5 list the main types of buyers of residential property</p> <p>2.6 state the information which is important to different types of buyers</p> <p>2.7 state the importance of gaining the approval of the seller for the marketing materials before production</p> <p>2.8 list types of changes which might be made to a property subsequent to obtaining instructions which would require changes to be made to marketing materials.</p>

Learning outcome
<p>The learner will:</p> <p>3. know how to arrange for the production of final marketing materials for residential property for sale</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 state the importance of ensuring that all people involved in the publication of marketing materials are fully briefed</p> <p>3.2 list potential problems that might occur when reviewing published marketing materials</p> <p>3.3 state how to address problems which occur when reviewing published marketing materials</p> <p>3.4 state who final marketing materials should be made available to.</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to prepare draft marketing materials for residential property for sale</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 review all available information regarding the sale of the property relevant to preparing draft marketing materials including planned marketing activities</p> <p>4.2 identify:</p> <ul style="list-style-type: none"> • marketing activities proposed for the property • associated marketing materials which are required <p>4.3 identify the information to be conveyed by the marketing materials, including all relevant details of the property and its main selling features</p> <p>4.4 prepare draft marketing materials in line with planned marketing activities and organisational procedures</p> <p>4.5 request comments from the seller in line with organisational procedures and make any required changes if necessary</p> <p>4.6 check that marketing materials comply with all relevant legislation, guidelines and codes of practice</p> <p>4.7 obtain approval for the marketing material from the seller</p> <p>4.8 ensure that the seller is advised of his/her responsibility for providing information regarding any subsequent changes to the property.</p>

Learning outcome
<p>The learner will:</p> <p>5. be able to arrange for the production of marketing materials for residential properties for sale</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 ensure that all those involved in producing final marketing materials understand their own roles and responsibilities</p> <p>5.2 submit written and visual marketing materials correctly for publication on schedule and in line with organisational procedures</p> <p>5.3 review published materials against agreed drafts to identify any discrepancies or problems with the visual and written information</p> <p>5.4 identify any corrections or improvements required for materials and make changes as necessary</p> <p>5.5 ensure that agreed published materials are delivered to the correct person in line with organisational procedures.</p>

Unit 306 Produce marketing materials for individual properties (residential sales)

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

UAN:	L/601/3122
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL13.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about obtaining information regarding prospective tenants relevant to assessing their suitability towards the property. It includes arranging checks and undertaking referencing. During this process it is important to take into account legislation e.g. the Data Protection Act.

Learning outcome
The learner will: 1. understand organisational procedures for progressing applications to rent property
Assessment criteria
The learner can: 1.1 state what information can be provided to prospective tenants 1.2 state who should be consulted internally about the suitability of prospective tenants 1.3 describe the organisational procedures for recording information about qualifying tenants 1.4 state the limits of own responsibility and authority for progressing applications to rent property 1.5 state the organisational procedures for reporting issues that are outside own responsibility and authority when progressing applications to rent property.

Learning outcome
The learner will: 2. know how to qualify prospective tenants
Assessment criteria
The learner can: 2.1 explain the importance of gaining the consent of the prospective tenant to seek further information about them

- 2.2 describe factors that may affect prospective tenants:
 - ability to rent property
 - acceptability to landlords
- 2.3 state what information is needed to determine tenants' circumstances
- 2.4 state the importance of explaining to the tenant why information about them is required
- 2.5 state what information must be obtained from other organisations
- 2.6 state the importance of maintaining confidentiality when obtaining information from other organisations
- 2.7 list issues that can arise when seeking information
- 2.8 describe how to address any issues that can arise when seeking information.

Learning outcome

The learner will:

- 3. be able to obtain information to qualify prospective tenants

Assessment criteria

The learner can:

- 3.1 confirm information about prospective tenants to establish their circumstances relevant to renting a property
- 3.2 obtain permission from the prospective tenant to seek further information from other organisations where relevant
- 3.3 follow organisational procedures to obtain information regarding prospective tenants from other organisations
- 3.4 gather relevant information from prospective tenants, including preferred timescales for moving in
- 3.5 explain to prospective tenants any administration fees charged by the organisation including:
 - purpose of the fees
 - times when fees are charged
 - potential refunds.

Learning outcome

The learner will:

- 4. be able to progress applications to rent property

Assessment criteria

The learner can:

- 4.1 identify any problems with obtaining the required information
- 4.2 follow organisational procedures to undertake referencing
- 4.3 report the results of the referencing process to relevant people within the organisation
- 4.4 check that prospective tenants have understood the information and encourage questions
- 4.5 maintain up to date records in line with organisational procedures
- 4.6 comply with all relevant legislation, guidelines and codes of practice when progressing applications to rent property.

Unit 307 **Progress applications to rent property**

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

UAN:	R/601/3123
Level:	3
Credit value:	4
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL14.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about taking instructions regarding the let of a property and progressing applications to rent with all relevant parties to a successful conclusion. It includes addressing any factors which impact upon the progress of the application such as changes to circumstances or the outcomes of reports in line with your responsibility and authority.

Learning outcome
The learner will: 1. understand the procedures for negotiating tenancies
Assessment criteria
The learner can: 1.1 describe the organisational procedures for drawing up tenancy agreements 1.2 list the documents which should be signed and dated by all parties including where relevant any guarantor 1.3 explain the organisational procedures for dealing with inventories 1.4 list methods of payment which are acceptable to own organisation 1.5 explain the organisational procedures for registering tenant deposits where applicable.

Learning outcome
<p>The learner will:</p> <p>2. be able to negotiate tenancies</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 negotiate and agree rent subject to the approval of the landlord</p> <p>2.2 provisionally agree with the tenant:</p> <ul style="list-style-type: none"> • date for moving in • duration of the tenancy <p>2.3 provisionally agree any special terms which may need to be included in the tenancy agreement</p> <p>2.4 ensure the landlord is kept fully informed of negotiations and agrees with provisional terms for the tenancy agreement</p> <p>2.5 agree the type and terms of the tenancy with all relevant parties</p> <p>2.6 ensure prospective tenants are aware of their rights and responsibilities in respect of the tenancy agreement</p> <p>2.7 ensure tenants are aware of:</p> <ul style="list-style-type: none"> • initial amounts payable on signing the agreement • forms of payment accepted by the organisation <p>2.8 draw up tenancy agreements in line with organisational procedures.</p>

Unit 308 Negotiate tenancies

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 309

Prepare inventories for properties to let

UAN:	Y/601/3124
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL15.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about creating inventories for properties to let. An inventory describes the condition of all the fixtures and fittings of a property as well as any furnishings and other items which might be provided with the property.

Learning outcome
The learner will: 1. understand organisational procedures for preparing inventories for properties to let
Assessment criteria
The learner can: 1.1 explain the purpose of inventories for residential property 1.2 explain the organisational procedures for ensuring that a consistent approach for recording inventories is followed 1.3 state where inventories should be stored 1.4 state how to access inventories 1.5 describe the organisations responsibility to the landlord and tenant regarding the inventory.

Learning outcome
The learner will: 2. know how to prepare an inventory for properties to let
Assessment criteria
The learner can: 2.1 explain why timing is important when preparing an inventory 2.2 state why it is important to ensure own health and safety when recording an inventory 2.3 state what should be recorded in an inventory 2.4 explain the level of detail required when recording an inventory 2.5 describe additional factors that should be taken into account with fitted appliances.

Learning outcome
The learner will: 3. be able to prepare inventories for properties to let
Assessment criteria
The learner can: 3.1 ensure that appropriate arrangements have been made for access to the property requiring an inventory 3.2 ensure that the locations of meters at the property have been identified prior to the visit 3.3 ensure that appropriate arrangements for own safety and security at the time of the inventory have been made 3.4 follow a methodical approach to prepare the inventory 3.5 ensure that meter readings for utilities are taken at the time of the inventory 3.6 follow a consistent approach for detailing the condition of furniture, Fixtures, fittings and decoration 3.7 use appropriate, time referenced photographs to support inventory comments 3.8 secure the property on departure 3.9 prepare inventory documentation in line with organisational procedures 3.10 request agreement to the inventory from the landlord in line with organisational procedures.

Unit 309

Prepare inventories for properties to let

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

UAN:	T/601/3129
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL17.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about performing routine visits of let properties. During visits there may be maintenance issues which come to light. It is important to ensure that visits are well planned and that consent is gained to enter the property.

Learning outcome
The learner will: 1. understand organisational procedures for arranging visits of tenanted properties
Assessment criteria
The learner can: 1.1 describe the organisational procedures for organising visits to tenanted properties 1.2 describe the organisational procedures for agreeing the acceptable length of time between visits with landlords and tenants.

Learning outcome
The learner will: 2. know how to prepare to visit tenanted properties
Assessment criteria
The learner can: 2.1 list the main types of risk to: <ul style="list-style-type: none"> • self • colleagues • others when visiting: <ul style="list-style-type: none"> • vacant properties • occupied properties

- | | |
|-----|---|
| 2.2 | explain the organisational procedures for minimising risks when visiting properties |
| 2.3 | describe the actions that should be taken to reduce risks when visiting properties |
| 2.4 | explain the responsibilities of the landlord and tenant according to the tenancy agreement and relevant legislation |
| 2.5 | state how to make arrangements for access to properties |
| 2.6 | describe the organisational procedures in place if access is denied to properties |
| 2.7 | describe the arrangements in place for reporting any issues which arise following a visit. |

Learning outcome

The learner will:

- | |
|---|
| 3. be able to visit tenanted properties |
|---|

Assessment criteria

The learner can:

- | | |
|------|---|
| 3.1 | check the terms of the tenancy agreement for: <ul style="list-style-type: none"> • period of notice to be given to tenants • other relevant information |
| 3.2 | ensure that visits are undertaken following the terms of business agreed with the landlord |
| 3.3 | contact the tenant to arrange a visit in line with organisational procedures |
| 3.4 | review the general condition of the property at the last visit including the broad contents of the inventory |
| 3.5 | ensure that formal identification is provided on arrival at the property |
| 3.6 | gather information about problems the tenant has with the property |
| 3.7 | advise the tenant of the actions that will be taken to resolve problems identified |
| 3.8 | check the general condition of the property regarding: <ul style="list-style-type: none"> • ongoing routine maintenance • neglect or abuse by the tenant • illegal use |
| 3.9 | ensure that outstanding issues have been dealt with appropriately |
| 3.10 | confirm the results of the visit to both the tenant and the landlord |
| 3.11 | complete documentation outlining the results of the visit in line with organisational procedures. |

Unit 310 Visit tenanted properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 311

Facilitate the maintenance of managed properties

UAN:	K/601/3130
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL18.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about facilitating the maintenance of managed properties. You will be required to deal with a number of people as part of the process including the landlord, tenant and any maintenance contractor.

Learning outcome

The learner will:

1. know the organisational procedures for facilitating the maintenance of managed properties

Assessment criteria

The learner can:

- 1.1 identify sources of requests for repairs or maintenance
- 1.2 explain when it is appropriate to make contact with other parties according to:
 - type of property
 - agreement between the organisation and landlord
- 1.3 state the obligations the organisation has in relation to the tenancy agreement
- 1.4 describe the organisational procedures and best practice to follow when:
 - approving contractors
 - instructing and appointing approved contractors
 - dealing with contractors in emergencies
 - recording information relating to repairs
 - gaining access to properties to complete repairs
 - contractors are denied access to properties
 - dealing with complaints about repairs.

Learning outcome
The learner will: 2. know how to facilitate the maintenance of managed properties
Assessment criteria
The learner can: 2.1 explain how to check whether there are any warranties in place which may affect the method of dealing with the issue 2.2 describe what to do when the problem originates from an adjoining property 2.3 state the obligations the landlord has in relation to the property 2.4 state the obligations the tenant has for reporting maintenance issues 2.5 list types of people that should be kept informed at all stages in the process.

Learning outcome
The learner will: 3. be able to carry out administrative tasks regarding the maintenance of managed properties
Assessment criteria
The learner can: 3.1 gather information about the requirements for maintenance of a property 3.2 follow organisational procedures for logging requests for repairs and maintenance 3.3 ensure that requests for repairs and maintenance are dealt with in a timely manner following organisational procedures 3.4 check that requested maintenance is own organisation's responsibility to organise 3.5 check that payment arrangements are agreed and in place prior to work commencing 3.6 check that adequate funds are available prior to work commencing

Learning outcome
The learner will: 4. be able to facilitate the maintenance of managed properties
Assessment criteria
The learner can: 4.1 contact all relevant parties to ensure they are aware of the issue that has been reported 4.2 contact the landlord to gain their approval for work in line with own organisation's terms of business 4.3 contact relevant contractors to get quotations for requested repairs and maintenance 4.4 appoint a contractor to carry out the work in line with organisational procedures 4.5 ensure that access arrangements for properties are agreed before contractors arrive 4.6 ensure that all relevant parties are kept informed of progress.

Unit 311 Facilitate the maintenance of managed properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 312

Renew and extend tenancy agreements and review rents

UAN:	M/601/3131
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL19.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about negotiating renewals, extensions and rent reviews for existing tenancy agreements. Renewals can take place because the tenancy has come to the end of its period or because of a change of tenants in multiple occupancy tenancies.

Learning outcome
The learner will: 1. understand the procedures for renewing tenancy agreements
Assessment criteria
The learner can: 1.1 explain how market conditions can influence the terms of the tenancy agreement 1.2 describe the advantages and disadvantages of different approaches to ensuring the tenancy continues for: <ul style="list-style-type: none">• tenants• landlords 1.3 describe the organisational procedures for renewing tenancy agreements 1.4 explain why it is important to review all relevant information before negotiating tenancy renewals 1.5 describe the organisational procedures for drawing up tenancy agreements 1.6 list the documents which should be signed and dated by all parties including where relevant any guarantor for renewals 1.7 describe potential problems that might occur when renewing tenancies and how to address them 1.8 state the limits of own responsibility and authority for renewing tenancies 1.9 state the organisational procedures for reporting issues that are outside own responsibility and authority when renewing tenancies.

Learning outcome
The learner will: 2. understand the procedures for review rents
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 2.1 describe how appropriate notices for rent reviews should be used 2.2 explain how prescribed rent review forms relate to different tenancy agreements 2.3 describe why it is important to implement the rent review procedures in line with organisational and legal requirements 2.4 explain why it is important to review all relevant information before negotiating rent reviews 2.5 list the documents which should be signed and dated by all parties including where relevant any guarantor for rent reviews 2.6 describe why it is important to record the dates for future rent reviews in line with the terms of the agreement and legislation 2.7 describe potential problems that might occur when reviewing rents and how to address them 2.8 state the limits of own responsibility and authority for reviewing rents 2.9 state the organisational procedures for reporting issues that are outside own responsibility and authority when reviewing rents.

Learning outcome
The learner will: 3. be able to renew tenancy agreements
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 3.1 review the terms of the original tenancy agreement 3.2 gather information from the landlord and tenant regarding revisions requested to the terms of the tenancy agreement 3.3 provisionally agree any amendments to the tenancy agreement required by the tenant 3.4 ensure the landlord is kept fully informed of negotiations and is in agreement with any revised terms provisionally agreed with the tenant 3.5 draw up renewal documentation in line with organisational procedures 3.6 gain signatures from all relevant parties and execute renewal documentation.

Learning outcome
The learner will: 4. be able to review rents
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 review the terms of the original tenancy agreement to determine the type of agreement in place 4.2 determine the appropriate notice, timing and service of the rent increase 4.3 review all relevant information and negotiate the revised rent with all relevant parties 4.4 implement the rent increase following organisational procedures 4.5 serve the appropriate documentation to all relevant parties 4.6 maintain up to date records of rent reviews 4.7 inform relevant colleagues of rent reviews and their outcomes 4.8 ensure that the revised rent is implemented at the correct time 4.9 refer issues outside own responsibility and authority to other individuals within the organisation as appropriate 4.10 ensure that future rent review dates are recorded in line with organisational procedures 4.11 ensure that future rent review dates are recorded for action when due within appropriate timescales.

Unit 312 Renew and extend tenancy agreements and review rents

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 313

Bring tenancy agreements to an end

UAN:	Y/601/3141
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL20.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about ending existing tenancies. Tenancy agreements can end for a number of reasons e.g. because the tenancy has come to the end of its period, non-payment of rent and landlord's own circumstances. There may be notices to be served to tenants or the tenant may be giving notice themselves.

Learning outcome
The learner will: 1. understand the procedures for ending tenancy agreements and serving notices
Assessment criteria
The learner can: 1.1 give examples of the reasons why a tenancy could be terminated 1.2 list types of notices that can be served to tenants specifying: <ul style="list-style-type: none">the timescales for serving the noticewho is able to serve the notice 1.3 describe the organisation's procedures for serving notices to tenants 1.4 describe the organisation's procedures for dealing with properties which have been abandoned during the period of the tenancy agreement.

Learning outcome
<p>The learner will:</p> <p>2. be able to end tenancy agreements and serve notices</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 review the terms of the tenancy agreement</p> <p>2.2 serve and receive notices and deal with them following organisational and legal requirements:</p> <ul style="list-style-type: none"> • from tenants • from landlords <p>2.3 establish the reason for the tenancy coming to an end</p> <p>2.4 advise landlords when there is reason to give notice to tenants</p> <p>2.5 serve relevant notices to tenants following organisational and legal requirements</p> <p>2.6 ensure that the landlord and tenants are kept fully informed throughout the process.</p>

Unit 313 Bring tenancy agreements to an end

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 314

Implement check-out procedures and dispersals in a letting environment

UAN:	K/601/3144
Level:	3
Credit value:	4
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit RL21.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about following the correct procedures for checking-out tenants from residential properties. It includes calculating any deductions and dispersing deposits in line with organisational and legal requirements.

Learning outcome
The learner will: 1. understand how to complete check-out procedures
Assessment criteria
The learner can: 1.1 describe the reasons why a tenancy might be terminated 1.2 describe the organisational procedures for completing a check-out 1.3 state how to access inventories 1.4 explain why it is important to check the condition of properties against inventories 1.5 state the importance of checking-in keys 1.6 explain why it is important to take full meter readings at the time of the check-out.

Learning outcome
The learner will: 2. understand how to calculate deductions and disperse deposits
Assessment criteria
The learner can: 2.1 explain the procedure for the dispersal of deposits to tenants 2.2 list the types of deductions which can legally be made from deposits 2.3 describe how to calculate the amount of the deposit to be dispersed to the tenant 2.4 describe the organisational procedures for dispersals of deposits to tenants including the usual timescale 2.5 explain the organisational procedures and legal requirements for dealing with disputes regarding deposits.

Learning outcome
The learner will: 3. be able to complete check-out procedures
Assessment criteria
The learner can: 3.1 confirm the reason for the tenancy coming to an end 3.2 follow the organisational procedures for checking out tenants 3.3 perform a check-out inspection using the inventory 3.4 take full meter readings for utilities.

Learning outcome
The learner will: 4. be able to calculate deductions and disperse deposits
Assessment criteria
The learner can: 4.1 evaluate any damage which has occurred to: <ul style="list-style-type: none"> the property fixtures and fittings furniture 4.2 calculate the amount of the deposit which should be returned to the tenant taking into account any deductions 4.3 report the results of the check-out inspection to: <ul style="list-style-type: none"> the landlord the tenant appropriate colleagues 4.4 deal with disputes according to organisational procedures and legal requirements.

Unit 314 Implement check-out procedures and dispersals in a letting environment

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 315

Implement and review marketing activities for the sale of properties

UAN:	M/601/3145
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP10.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about implementing marketing activities for the sale of properties. It includes ensuring that the agreed marketing activities are auctioned, and that the progress of activities is monitored and evaluated. It also includes recommending and making tactical changes in response to the outcomes arising.

Learning outcome
The learner will: 1. understand organisational procedures and methods of implementing and reviewing marketing activities
Assessment criteria
The learner can: 1.1 list the range of services provided by the organisation relating to marketing activities and cost structures 1.2 explain the following methods for selling property: <ul style="list-style-type: none">• private treaty• auction• tender and sealed bids 1.3 state the advantages and disadvantages of different methods for selling property 1.4 state the main types of marketing activities which may be used for selling residential property 1.5 state the advantages and disadvantages of the main types of marketing activities for residential property 1.6 list the factors that should be considered when selecting marketing activities for residential property.

Learning outcome
The learner will: 2. understand how to implement different marketing activities
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 2.1 list the main types of buyers of residential property 2.2 state why certain marketing activities might be more successful with particular types of buyers 2.3 state the typical costs and timescales for the production of different types of marketing materials for residential properties for sale 2.4 state the impact that changes to the local property market might have on marketing individual properties 2.5 state what is required to implement marketing activities 2.6 list actions that may be used to assist the sale of properties 2.7 state when actions to assist the sale of properties might be progressed.

Learning outcome
The learner will: 3. understand how to review and amend marketing activities
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 3.1 explain how to monitor and review the implementation of marketing activities 3.2 explain how to ascertain if marketing activities are meeting the expected performance requirements 3.3 explain why it is important to obtain feedback following viewings of properties 3.4 explain how to obtain feedback from viewings of properties 3.5 list the types of changes which might be made to a property subsequent to obtaining instructions which would require changes to be made to marketing materials 3.6 explain organisational procedures for amending planned marketing activities 3.7 state who should be involved in amending planned marketing activities 3.8 state who can authorise changes to planned marketing activities.

Learning outcome
The learner will: 4. be able to implement marketing activities for the sale of properties
Assessment criteria
<p>The learner can:</p> <p>4.1 implement agreed marketing activities for individual properties</p> <p>4.2 identify factors which have an impact upon selling property</p> <p>4.3 identify suitable opportunities for additional publicity towards selling property</p> <p>4.4 ensure that the seller is kept up to date with progress in line with organisational procedures</p> <p>4.5 ensure that relevant colleagues are kept up to date with:</p> <ul style="list-style-type: none"> • progress of the marketing activities • changes to the marketing activities <p>4.6 comply with legislation, guidance and codes of practice relevant to activities for marketing property.</p>

Learning outcome
The learner will: 5. Be able to review marketing activities for the sale of properties
Assessment criteria
<p>The learner can:</p> <p>5.1 monitor:</p> <ul style="list-style-type: none"> • implementation of marketing activities • performance of marketing activities • feedback from viewings of properties <p>in line with organisational procedures</p> <p>5.2 record feedback from viewings and other relevant sources</p> <p>5.3 analyse feedback from viewings and other relevant sources</p> <p>5.4 identify any problems and significant points associated with selling properties from feedback on viewings and other relevant sources</p> <p>5.5 make recommendations towards addressing problems and significant points associated with selling properties</p> <p>5.6 assess the impact of marketing activities in stimulating interest in properties</p> <p>5.7 agree changes to marketing activities with relevant people</p> <p>5.8 implement changes to marketing activities</p> <p>5.9 respond to changes to properties which impact on marketing activities</p> <p>5.10 evaluate the performance of marketing plans to inform future planning.</p>

Unit 315 Implement and review marketing activities for the sale of properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 316

Conduct accompanied visits around local property areas

UAN:	T/601/3146
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP13.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about accompanying prospective buyers on visits of the local property area. It includes providing the prospective buyers with relevant information and knowledge regarding the area, and identifying properties for sale which are of the type(s) of interest to the buyer.

Learning outcome
The learner will: 1. understand organisational procedures for conducting accompanied visits
Assessment criteria
The learner can: 1.1 state the range of services offered by the organisation which may assist prospective buyers 1.2 describe the organisational procedures for: <ul style="list-style-type: none">• contacting prospective buyers• recording information about visits• recording the outcomes of visits 1.3 state the limits of own responsibility and authority for conducting accompanied visits 1.4 state the organisational procedures for reporting issues that are outside own responsibility and authority when conducting accompanied visits.

Learning outcome
The learner will: 2. know the local property area and market
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 2.1 list the key features of the local property area which are of interest to prospective buyers 2.2 describe how to identify: 2.3 typical property prices in the area 2.4 different types of property that are selling 2.5 state what information is required about prospective buyers to match to available properties 2.6 state how to obtain information about prospective buyers 2.7 state how to access information about properties for sale to match prospective buyers' requirements 2.8 list factors to consider when matching properties to prospective buyers' requirements.

Learning outcome
The learner will: 3. know how to develop relationships with potential buyers
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 3.1 list the main types of buyers of residential properties 3.2 identify factors that influence prospective buyers decisions 3.3 outline what information can be provided to prospective buyers 3.4 describe types of visiting conditions and restrictions that may apply to different areas 3.5 list typical questions asked by prospective buyers 3.6 state how typical questions from prospective buyers should be addressed 3.7 state what actions should be taken when a prospective buyer expresses interest in a property.

Learning outcome
The learner will: 4. be able to review the local property area
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 obtain up to date information relevant to the sale of properties within the local area 4.2 identify the types and locations of local services and amenities 4.3 obtain clear and accurate maps of the local property area 4.4 obtain current marketing materials relating to properties for sale with the organisation in the local property area.

Learning outcome
The learner will: 5. be able to plan to visit property areas with prospective buyers
Assessment criteria
The learner can: 5.1 confirm the arrangements for the visit with all relevant parties 5.2 obtain marketing materials relating to the identified properties and the local area 5.3 ensure the prospective buyer has accurate and clear directions to the meeting point 5.4 take action to address any problems with visiting the area.

Learning outcome
The learner will: 6. be able to visit property areas with prospective buyers
Assessment criteria
The learner can: 6.1 attend appointments at the agreed time and place 6.2 confirm with the prospective buyer: <ul style="list-style-type: none"> • own identity • identity of the prospective buyers • objectives for the visit • proposed itinerary • their expectations 6.3 promote the key selling features of the area 6.4 check that prospective buyers have understood information and encourage questions 6.5 record significant comments regarding properties of interest in line with organisational procedures 6.6 identify properties of interest and agree actions with prospective buyer to progress viewings 6.7 carry out the visit in accordance with any conditions or restrictions within the area 6.8 take steps to maintain health, safety and security for all parties 6.9 maintain clear and accurate records and inform relevant colleagues of visits and their outcomes 6.10 comply with all relevant legislation, guidelines and codes of practice relevant to conducting accompanied visits.

Unit 316

Conduct accompanied visits around local property areas

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.
vehicle

Unit 317

Conduct accompanied visits around development sites

UAN:	A/601/3147
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	This unit has a direct link with Asset Skills unit SORP14.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about accompanying prospective buyers on visits to development sites. It includes providing the prospective buyers with relevant information regarding the development and identifying the type(s) of properties of interest to the buyers.

Learning outcome
The learner will: 1. understand organisational procedures for conducting accompanied visits around development sites
Assessment criteria
The learner can: 1.1 state the range of services offered by the organisation which may assist prospective buyers 1.2 describe the organisational procedures for: <ul style="list-style-type: none">• contacting prospective buyers• recording information about visits• recording the outcomes of visits 1.3 state the limits of own responsibility and authority for conducting accompanied visits around development sites 1.4 state the organisational procedures for reporting issues that are outside own responsibility and authority when conducting accompanied visits around development sites.

Learning outcome
The learner will: 2. understand the new development market
Assessment criteria
<p>The learner can:</p> <p>2.1 list the key features of the local property area which are of interest to prospective buyers</p> <p>2.2 describe how to interpret plans, drawings and models relating to development sites</p> <p>2.3 describe the stages and sequences of development at most sites</p> <p>2.4 describe how to identify:</p> <ul style="list-style-type: none"> • typical property prices in the area • different types of property that are selling <p>2.5 state what information is required about prospective buyers to match to available properties</p> <p>2.6 state how to obtain information about prospective buyers</p> <p>2.7 describe how to access information about the site and the properties being developed</p> <p>2.8 list factors to consider when matching properties to prospective buyers' requirements.</p>

Learning outcome
The learner will: 3. know how to develop relationships with prospective buyers
Assessment criteria
<p>The learner can:</p> <p>3.1 list the main types of buyers of residential properties</p> <p>3.2 identify factors that influence prospective buyers decisions</p> <p>3.3 outline what information can be provided to prospective buyers</p> <p>3.4 describe types of visiting conditions and restrictions that may apply to different development sites</p> <p>3.5 list typical questions asked by prospective buyers</p> <p>3.6 state how typical questions from prospective buyers should be addressed</p> <p>3.7 state what actions should be taken when a prospective buyer expresses interest in a property.</p>

Learning outcome	
The learner will:	
4. be able to review development sites	
Assessment criteria	
The learner can:	
4.1	obtain up to date information relevant to the sale of properties on development sites
4.2	identify the types and locations of local services and amenities
4.3	obtain clear and accurate plans, drawings and access to models of development sites
4.4	identify the stages of development of the properties and amenities on sites
4.5	obtain current marketing materials relating to sites and the proposed properties
4.6	identify the main features of the properties available including: <ul style="list-style-type: none"> • type of property • dimensions • construction methods and materials • prices • timescales for occupancy • indication of sales • indication of interest
4.7	identify the arrangements required for accompanying visitors to development sites, including routes which are safe and accessible.

Learning outcome	
The learner will:	
5. be able to plan to visit development sites with prospective buyers	
Assessment criteria	
The learner can:	
5.1	confirm with the potential buyer the types of properties which are of interest
5.2	confirm the arrangements for the visit with all relevant parties
5.3	ensure the prospective buyer has accurate and clear directions for reaching and accessing sites
5.4	ensure that access to sites and properties is available and safe
5.5	take action to address any problems with visiting development sites.

Learning outcome
<p>The learner will:</p> <p>6. be able to visit development sites with prospective buyers</p>
Assessment criteria
<p>The learner can:</p> <p>6.1 attend appointments at the agreed time and place</p> <p>6.2 confirm with the prospective buyer:</p> <ul style="list-style-type: none"> • own identity • identity of the prospective buyer • objectives for the visit • proposed itinerary • their expectations <p>6.3 promote the key selling points of development sites</p> <p>6.4 provide information about the completion schedule for different stages of the development of sites</p> <p>6.5 provide clear and concise information using plans, diagrams and models with prospective buyers</p> <p>6.6 identify properties of interest and agree actions with the prospective buyer to progress viewings</p> <p>6.7 carry out site visits in accordance with any conditions and restrictions in the area</p> <p>6.8 maintain clear and accurate records and inform relevant colleagues of visits and their outcomes</p> <p>6.9 comply with all relevant legislation, guidelines and codes of practice relevant to conducting accompanied visits.</p>

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 318

Negotiate the sale of properties in England, Wales and Northern Ireland

UAN:	F/601/3148
Level:	3
Credit value:	5
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP16.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit applies to England, Wales and Northern Ireland and is about exploring the interest of prospective buyers in properties available for sale, and seeking their commitment to making an offer. It includes establishing the buyers' circumstances relevant to their completing the sale on properties and assessing the suitability of offers made. It also includes negotiating the terms and conditions for a sale such that commitment is made by both buyer and seller to progress on agreed sale.

Learning outcome
The learner will: 1. understand organisational procedures for negotiating the sale of properties
Assessment criteria
The learner can: 1.1 state the range of services offered by the organisation which may encourage prospective buyers to progress a sale 1.2 describe the organisational procedures for recording information about negotiations and their outcomes 1.3 state the limits of own responsibility and authority for negotiating the sale of properties 1.4 state the organisational procedures for reporting issues that are outside own responsibility and authority when negotiating the sale of properties.

Learning outcome
The learner will: 2. know the local property area and market
Assessment criteria
The learner can: 2.1 list the key features of the local property area which are of interest to prospective buyers 2.2 describe how to identify: <ul style="list-style-type: none"> • typical property prices in the area • different types of property that are selling 2.3 describe how to obtain information about specifications and fixtures and fittings relevant to the sale of properties.

Learning outcome
The learner will: 3. know how to develop relationships with prospective buyers
Assessment criteria
The learner can: 3.1 list the main types of buyers of residential properties 3.2 identify factors that influence prospective buyers decisions 3.3 state the main concerns and objections given by prospective buyers and how to address these 3.4 state the levels of interest and commitment that can be expressed by buyers 3.5 explain why it is important to ensure that buyers and sellers understand the processes of buying and selling properties.

Learning outcome
The learner will: 4. understand how to negotiate the sale of property
Assessment criteria
The learner can: 4.1 list factors that may affect: <ul style="list-style-type: none"> • the buyers' ability to buy a property • the buyers' acceptability to sellers 4.2 describe the key stages in the process of selling a house 4.3 explain the importance of ensuring that offers are recorded 4.4 state the advantages and disadvantages of different types of offer 4.5 list the different parties involved in buying and selling properties 4.6 explain the typical areas for negotiation 4.7 explain the importance of establishing limits of negotiations 4.8 explain different ways of resolving differences between the sellers' and buyers' proposals when negotiating terms and conditions 4.9 explain the risks associated with seeking variations to proposals.

Learning outcome
The learner will: 5. understand how to complete negotiations for the sale of property
Assessment criteria
The learner can: 5.1 explain the potential types of conflict of interest that can occur when selling property 5.2 state the parties that need to be notified if conflicts occur 5.3 state the importance of informing all relevant parties regarding the acceptability of offers made 5.4 explain the main terms and conditions for the sale of properties 5.5 explain how to notify all relevant parties of sales agreed 5.6 explain why it is important to notify all relevant parties of sales agreed

Learning outcome
The learner will: 6. be able to explore interest and obtain commitment from prospective buyers
Assessment criteria
The learner can: 6.1 confirm buyers' interest in particular properties 6.2 confirm prospective buyers' circumstances relevant to purchasing a property 6.3 identify prospective buyers' timescales for purchasing a property 6.4 identify and address factors that might affect the acceptability of the buyer for a property of interest 6.5 record formal offers on properties 6.6 provide the prospective buyer with information regarding the next stage of the sales process 6.7 check that prospective buyers have understood information provided and encourage questions.

Learning outcome
The learner will: 7. be able to assess the suitability of offers
Assessment criteria
The learner can: 7.1 provide the sellers with details of offers made 7.2 identify the advantages and disadvantages of the available offers made 7.3 identify any potential conflicts of interest 7.4 ensure all relevant parties are made aware of potential conflicts of interest in a timely manner 7.5 advise the seller of any offers made 7.6 take steps to provide information regarding acceptability of offers to all parties in a timely manner 7.7 comply with legislation, guidelines and codes of practice relevant to negotiating the sale of properties.

Learning outcome
<p>The learner will:</p> <p>8. be able to negotiate the terms and conditions of the sale of a property</p>
Assessment criteria
<p>The learner can:</p> <p>8.1 obtain clear instructions regarding the areas and limits for negotiation from the seller</p> <p>8.2 identify any differences between the sellers and buyer's proposals relating to the terms and conditions</p> <p>8.3 liaise with all parties towards closing the sale in line with organisational procedures</p> <p>8.4 ensure all parties are informed of the agreed main terms and conditions for the sale and the risks associated with seeking variations</p> <p>8.5 confirm commitment to the sale by obtaining agreement from all relevant parties</p> <p>8.6 notify all parties of the next stages in the process for the sale</p> <p>8.7 maintain records regarding agreed sales in line with organisational procedures.</p>

Unit 318

Negotiate the sale of properties in England, Wales and Northern Ireland

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 319

Qualify prospective buyers of property

UAN:	L/601/3153
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP17.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about obtaining information regarding prospective buyers relevant to assessing their suitability towards purchasing properties, including those in which they have expressed an interest.

Learning outcome
The learner will: 1. understand organisational procedures for qualifying prospective buyers
Assessment criteria
The learner can: 1.1 state the range of services offered by the organisation which may assist prospective buyers 1.2 state what information can be provided to prospective buyers 1.3 state who should be consulted internally about the suitability of prospective buyers 1.4 describe the organisational procedures for recording information about qualifying of buyers 1.5 state the limits of own responsibility and authority for qualifying prospective buyers 1.6 state organisational procedures for reporting issues that are outside own responsibility and authority when qualifying prospective buyers.

Learning outcome
The learner will: 2. know the local property area and market
Assessment criteria
<p>The learner can:</p> <p>2.1 describe factors that may affect prospective buyers:</p> <ul style="list-style-type: none"> • ability to buy a property • acceptability to sellers <p>2.2 state what information is needed to determine prospective buyers' circumstances</p> <p>2.3 state the importance of explaining to the prospective buyer why information about them is required</p> <p>2.4 state what information must be obtained from other organisations</p> <p>2.5 state the importance of maintaining confidentiality when obtaining information from other organisations</p> <p>2.6 list issues that can arise when seeking information</p> <p>2.7 describe how to address any issues that may arise when seeking information.</p>

Learning outcome
The learner will: 3. be able to obtain information to qualify prospective buyers
Assessment criteria
<p>The learner can:</p> <p>3.1 confirm information about prospective buyers to establish their circumstances relevant to buying a property</p> <p>3.2 obtain permission from the prospective buyer to seek further information from other organisations where relevant</p> <p>3.3 follow organisational procedures to obtain information regarding prospective buyers from other organisations</p> <p>3.4 gather information from the prospective buyer including:</p> <ul style="list-style-type: none"> • whether a mortgage is required • whether the prospective buyer has cash available towards a purchase • whether the prospective buyer has a property to sell • the timescale for progressing a sale <p>3.5 list issues that can arise when seeking information</p> <p>3.6 describe how to address any issues that can arise when seeking information.</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to qualify prospective buyers</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 determine any factors that will affect prospective buyers suitability</p> <p>4.2 assess if a prospective buyer could proceed to purchase when interest in a particular property has been expressed</p> <p>4.3 consult with relevant people about assessing the suitability of the prospective buyer</p> <p>4.4 inform the relevant people following the assessment decision including the rationale</p> <p>4.5 check that prospective buyers have understood the information and encourage questions</p> <p>4.6 maintain up to date records in line with organisational procedures</p> <p>4.7 comply with all relevant legislation, guidelines and codes of practice relating to qualifying prospective buyers.</p>

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 320

Progress sales of residential property

UAN:	Y/601/3155
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP18.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about taking instruction regarding the sale of residential property and progressing the sale in liaison with all relevant parties, such as financial and legal advisers, to a successful conclusion. It includes addressing any factors impacting upon the progress of the sale, such as any changes to circumstances, or the outcomes of reports, in line with your responsibility and authority.

Learning outcome
The learner will: 1. understand organisational procedures for progressing the sale of residential property
Assessment criteria
The learner can: 1.1 describe the organisational procedures for maintaining up to date records and agreements about the progress of a sale 1.2 state why it is important to: <ul style="list-style-type: none">• maintain up to date records and agreements• record the completion of a sale and to notify all relevant parties 1.3 describe the organisational procedures for amending or disposing of marketing materials following the sale of residential property 1.4 state the limits of own responsibility and authority for progressing the sale of residential property 1.5 state the organisational procedures for reporting issues that are outside own responsibility and authority when progressing the sale of residential property.

Learning outcome
<p>The learner will:</p> <p>2. know which parties and documentation are involved with progressing sales of residential property</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 list the different parties involved in progressing the sale of residential property</p> <p>2.2 describe the roles and responsibilities of the different parties involved in the selling process</p> <p>2.3 explain the process when selling residential property</p> <p>2.4 state what information is required in progressing the sale of residential property</p> <p>2.5 state who is responsible for accessing information required to progress a sale</p> <p>2.6 state how to access the information for which you are responsible.</p> <p>2.7 list the documentation required to progress a sale</p> <p>2.8 state which parties require documentation to progress a sale</p> <p>2.9 state who is responsible for accessing the documentation to progress a sale</p> <p>2.10 describe factors that can impact upon the progress of a sale</p> <p>2.11 state why it is important to monitor the progress of a sale</p> <p>2.12 describe the actions to take when problems occur when progressing sales.</p>

Learning outcome
<p>The learner will:</p> <p>3. understand how to progress sales of residential property</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 explain the potential types of dispute that can occur when selling property</p> <p>3.2 describe the organisational procedures for resolving disputes, including the documentation required</p> <p>3.3 explain the importance of ensuring that all parties are informed of the progress of the sale</p> <p>3.4 list the types of payments involved in progressing the sale of residential property</p> <p>3.5 state the points in the sales process where payments are required</p> <p>3.6 explain how to process different types of payment in line with organisational procedures.</p>

Learning outcome
<p>The learner will:</p> <p>4. plan and implement the sales of property</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 identify the seller, buyer and all relevant parties involved in the sale of the property</p>

- 4.2 identify the information required and necessary actions to progress the sale of the property
- 4.3 determine the sequence, duration and deadlines for completion of the sale within the agreed timescales
- 4.4 identify any factors that could impact upon the conclusion of the sale
- 4.5 follow organisational procedures to address any factors that could impact on the conclusion of the sale
- 4.6 inform all parties of their responsibilities towards ensuring the conclusion of the sale
- 4.7 liaise with all parties and exchange relevant information
- 4.8 communicate information to the relevant parties ensuring that it has been received and understood
- 4.9 ensure that information is presented concisely and promotes understanding
- 4.10 maintain up to date records of information received in line with organisational procedures.

Learning outcome

The learner will:

- 5. monitor the progress of sales to their conclusion

Assessment criteria

The learner can:

- 5.1 monitor the actions undertaken by relevant parties in progressing the sale
- 5.2 identify any factors which impact positively or negatively on the progress of the sale
- 5.3 ensure that all documentation is made available to relevant parties in line with organisational procedures
- 5.4 identify any factors delaying the progress of the sale
- 5.5 identify options for overcoming delaying factors
- 5.6 agree options for overcoming delaying factors with relevant parties
- 5.7 take action where necessary to obtain information to address any disputes following organisational procedures
- 5.8 maintain regular contact with all relevant parties
- 5.9 provide feedback to buyers and sellers regarding the progress of the sale
- 5.10 provide suggestions to buyers and sellers to assist the progress of sales where relevant
- 5.11 ensure that all payments and other requirements for completing the sale are fulfilled within the agreed timescales
- 5.12 inform all relevant parties about the completion of the sale
- 5.13 ensure that all marketing materials are amended or disposed of following completion
- 5.14 comply with all relevant legislation, guidelines and codes of practice relating to progressing the sale of residential property.

Unit 320 Progress sales of residential property

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 322

Progress the part-exchange of properties

UAN:	H/601/3160
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP20.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about the part-exchange of properties. It includes advising customers regarding the part-exchanges and obtaining agreement regarding the value of the properties involved. It also includes liaising with relevant parties to progress agreed part-exchanges and monitoring their progress.

Learning outcome

The learner will:

1. understand legal and organisational procedures for progressing the part-exchange of properties

Assessment criteria

The learner can:

- 1.1 list the:
 - legislation
 - guidelines
 - codes of practice
- 1.2 relevant to progressing the part-exchange of properties
- 1.3 explain how legislation, guidelines and codes of practice impact on progressing the part-exchange of properties
- 1.4 evaluate the range of services offered by the organisation which may assist prospective buyers
- 1.5 explain organisational procedures for:
 - recording the progress of the part-exchange
 - amending or disposing of marketing materials
- 1.6 explain the limits of own responsibility and authority for progressing the part-exchange of properties
- 1.7 state the organisational procedures for reporting issues that are outside own responsibility and authority when progressing the part-exchange of properties.

Learning outcome
The learner will: 2. know how to progress the part-exchange of properties
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 2.1 define the different parties involved in progressing the part-exchange of residential property 2.2 explain the roles and responsibilities of the different parties involved in progressing the part-exchange of residential property 2.3 explain the part-exchange process 2.4 describe what information and documentation is required in progressing part-exchanges 2.5 identify those who are responsible for accessing information and documentation on progressing part-exchanges 2.6 state the parties that require documentation for progressing part-exchanges 2.7 give examples of factors that can impact upon the progress of a part-exchange 2.8 describe why it is important to monitor the progress of a part-exchange 2.9 explain why it is important that relevant parties are informed of the progress of a part-exchange 2.10 explain why it is important to record the completion of a part-exchange and to notify relevant parties.

Learning outcome
The learner will: 3. be able to prepare the part-exchange of properties
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 3.1 confirm that a part-exchange is suitable with relevant parties 3.2 inform prospective buyers of the implications on the costs and timescales for part-exchanging 3.3 check that the customer has understood the implications of costs and timescales 3.4 obtain information regarding the value of the properties involved 3.5 agree the value of the properties involved with relevant parties 3.6 identify and address any issues relating to valuations 3.7 obtain any necessary approvals for the part-exchange to proceed.

Learning outcome	
The learner will:	
4. be able to progress the part-exchange of properties	
Assessment criteria	
The learner can:	
4.1	issue relevant information about approved part-exchanges to the relevant parties
4.2	ensure that information relating to legal and other procedures for approved part-exchanges is processed
4.3	monitor the progress of part-exchanges with relevant parties
4.4	identify any factors delaying the progress and completion of the part-exchange
4.5	identify actions that need to be taken in order to address factors in line with organisational procedures
4.6	notify relevant parties of the progress and completion of part-exchanges
4.7	maintain records regarding the process and completion of part-exchanges
4.8	comply with relevant legislation, guidelines and codes of practice relating to progressing the part-exchange of properties.

Unit 322 Progress the part-exchange of properties

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 323

Agree specifications for new properties with buyers

UAN:	K/601/3161
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP21.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about liaising with buyers regarding the specifications to be included within new properties which they are purchasing. The specifications can cover the structure of the property, finishes, fixtures and fittings, furnishings and any appliances available. It includes agreeing those specifications required and progress these correctly.

Learning outcome
The learner will: 1. understand legal and organisational procedures for agreeing specifications for new properties with prospective buyers
Assessment criteria
The learner can: 1.1 list the: <ul style="list-style-type: none">• legislation• guidelines• codes of practice relevant to agreeing specifications for new properties with buyers 1.2 explain how legislation, guidelines and codes of practice impact on agreeing specifications for new properties 1.3 give examples of the types and range of specifications available for new properties 1.4 evaluate the advantages and disadvantages of the types and range of specifications available 1.5 explain why it is important to ensure that prospective buyers are given an opportunity to consider specifications 1.6 explain how to acquire the necessary details from prospective buyers when agreeing their requirements for specifications 1.7 explain how to obtain information regarding costs and timescales for different specifications

- 1.8 describe the organisational procedures for recording information
- 1.9 explain the limits of own responsibility and authority for agreeing specifications for new properties
- 1.10 explain the organisational procedures for reporting issues that are outside own responsibility and authority when agreeing specifications for new properties.

Learning outcome

The learner will:

- 2. understand how to agree specifications for new properties with prospective buyers

Assessment criteria

The learner can:

- 2.1 explain why it is important to obtain approvals and documented agreements from prospective buyers
- 2.2 analyse factors that may impact whether prospective buyers requirements can be met
- 2.3 give examples of issues that might arise during implementation of the specifications
- 2.4 explain why it is important to address issues that may affect implementation of specifications
- 2.5 explain why it is important to ensure that relevant parties are notified of agreed specifications.

Learning outcome

The learner will:

- 3. be able to agree specifications for new properties with prospective buyers

Assessment criteria

The learner can:

- 3.1 identify the breadth of specifications available to meet prospective buyers requirements
- 3.2 evaluate with prospective buyers the specifications available for new properties
- 3.3 agree details of prospective buyers requirements and their preferred specifications
- 3.4 follow organisational procedures for progressing implementation of agreed specifications
- 3.5 maintain up to date records of prospective buyers requirements and specifications agreed.

Learning outcome
<p>The learner will:</p> <p>4. be able to progress specifications for new properties with prospective buyers</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 identify any factors which might affect the requirements being met</p> <p>4.2 notify prospective buyers on the factors that might affect the requirements being met</p> <p>4.3 identify actions that need to be taken in order to address problems</p> <p>4.4 explain the costs and timescales associated with the delivery of specifications to prospective buyers</p> <p>4.5 negotiate prospective buyers agreement regarding specifications required</p> <p>4.6 obtain any necessary approvals for the specifications required</p> <p>4.7 present information to prospective buyers</p> <p>4.8 check that prospective buyers have understood the information and encourage questions</p> <p>4.9 monitor progress in implementing specifications</p> <p>4.10 address any issues that prevent specifications being met where necessary.</p>

Unit 323

Agree specifications for new properties with buyers

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 324

Hand-over new properties to buyers

UAN:	J/601/3166
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP22.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about inspecting new properties during their development to ensure that specifications agreed with your customer are being fulfilled, and then completing the hand-over to the customer when the property is available. The specifications can cover the structure of the property, finishes, fixtures and fittings, furnishings and any appliances available.

Learning outcome
The learner will: 1. understand organisational procedures for the hand-over of new properties to buyers
Assessment criteria
The learner can: 1.1 explain the organisational procedures for inspecting and handing over new properties to buyers 1.2 explain why it is important to obtain approvals and documented agreements from prospective buyers 1.3 explain the organisational procedures for recording inspections and the hand-over of new properties 1.4 explain the limits of own limits of responsibility and authority for the hand-over of new properties 1.5 explain the organisational procedures for reporting issues that are outside of own responsibility and authority when handing over new properties.

Learning outcome
The learner will: 2. understand how to complete the hand-over of new properties to buyers
Assessment criteria
The learner can: 2.1 explain why it is important to inspect new properties as they are being constructed and fitted out 2.2 explain why it is important to ensure that the new property is clean and tidy 2.3 explain the documentation and instruction manuals that need to be obtained prior to hand-over to the prospective buyer 2.4 give examples of the types of fittings and appliances which require explanation as to how they work 2.5 analyse the main types of queries or problems that can arise when moving into a new property 2.6 describe the contact procedures available to prospective buyers for dealing with queries or problems.

Learning outcome
The learner will: 3. be able to inspect new property prior to its hand-over to buyers
Assessment criteria
The learner can: 3.1 identify the approved specifications for the new property as agreed with the prospective buyer 3.2 inspect the progress of new properties at appropriate intervals to monitor that specifications are being met 3.3 check that all fittings and appliances are in working order 3.4 address any problems with fittings and appliances promptly 3.5 identify any variances from agreed specifications 3.6 take action to address variances in the specification 3.7 address any problems with cleanliness or redundant materials 3.8 obtain all documents and instruction manuals relating to properties in preparation for hand-over to buyers 3.9 maintain accurate and completed records of inspections 3.10 ensure that access to the new property is safe.

Learning outcome
The learner will: 4. be able to complete the hand-over of a new property
Assessment criteria
The learner can: 4.1 follow the procedures for handing over new properties to buyers 4.2 identify any aspects of the specification which differ from what was agreed with the buyer 4.3 explain to the buyer the reasons for any differences to the specification

- | | |
|------|---|
| 4.4 | address any discrepancies to the specification |
| 4.5 | obtain confirmation from buyers that specifications are accepted where possible |
| 4.6 | explain to the buyer how fittings and appliances work |
| 4.7 | provide buyers with all documentation and keys to the property |
| 4.8 | provide buyers with details for contacting relevant people in the event of any subsequent queries or problems |
| 4.9 | check that buyers have understood the information provided and encourage questions |
| 4.10 | maintain accurate records regarding the hand-over in line with organisational procedures |
| 4.11 | comply with all relevant legislation, guidelines and codes of practice relating to the hand-over of new properties. |

Unit 324 Hand-over new properties to buyers

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 325

Provide after-sales support to buyers of residential property

UAN:	H/601/3174
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP23.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about responding to queries and problems raised by buyers following their purchase of residential property. The queries or problems might be regarding the structure, finishes, fittings, furnishings, appliances or landscaping associated with their property. It includes addressing such queries and problems appropriately, in line with organisational procedures. It includes showing sensitivity for the customer's needs, honouring commitments made and acting within your level of authority and responsibility.

Learning outcome
The learner will: 1. understand organisational procedures for providing after-sales support to buyers
Assessment criteria
The learner can: 1.1 explain the range of services offered by the organisation which may assist buyers 1.2 explain the organisational procedures for recording queries and problems 1.3 explain the limits of own responsibility and authority for providing after-sales support 1.4 explain the organisational procedures for reporting issues that are outside own responsibility and authority when providing after-sales support.

Learning outcome
The learner will: 2. understand how to deal with problems, queries and complaints from buyers after purchasing residential property
Assessment criteria
The learner can: 2.1 describe the types of queries and problems that can occur following the purchase of residential property 2.2 describe what actions can be taken to resolve queries and complaints 2.3 explain why it is important to obtain full details of queries and complaints 2.4 explain how to establish the cause of different types of problems that can occur 2.5 describe why it is important to communicate in a clear, polite and confident manner with buyers.

Learning outcome
The learner will: 3. be able to handle queries or problems received from buyers
Assessment criteria
The learner can: 3.1 discuss and agree the nature of buyers queries or problems 3.2 analyse the cause of the query or problem 3.3 evaluate potential solutions with buyers 3.4 check that the buyer has understood the information provided 3.5 agree the solution to queries or problems with buyers 3.6 refer any queries or problems that are outside own responsibility or authority to the relevant person 3.7 progress the solution in line with organisational procedures 3.8 ensure that the buyer is updated on progress relating to the query or problem 3.9 check with the buyer to ensure that the problem or query has been resolved satisfactorily 3.10 provide clear and accurate reasons to the buyer where the query or problem has not been resolved to their satisfaction 3.11 maintain records of queries and problems received in accordance with organisational procedures 3.12 maintain records of actions taken to address queries and problems in line with organisational procedures 3.13 comply with relevant legislation, guidelines and codes of practice relating to after-sales support.

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.

Unit 326

Develop marketing materials for the promotion of residential property services

UAN:	M/601/3212
Level:	3
Credit value:	4
GLH:	15
Relationship to NOS:	This unit has a direct relationship with Asset Skills unit SORP24.
Unit endorsed by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit is about contributing to the development of the organisation's marketing materials designed to promote its services relating to the sale of residential property. It includes agreeing the range and type of materials to be deployed, in line with the audiences to be targeted and objectives to be realised, and also includes developing and researching possible designs, before progressing the agreed, preferred materials.

Learning outcome
The learner will: 1. understand organisational procedures for developing marketing materials for the promotion of residential property services
Assessment criteria
The learner can: 1.1 explain the range of services offered by the organisation which may assist prospective buyers 1.2 explain why it is important to develop marketing materials to promote the range of services 1.3 give examples of marketing materials used to promote the organisation's services and individual properties 1.4 evaluate the advantages and disadvantages of the types of marketing materials used to promote the organisation's services and individual properties 1.5 explain the organisational procedures for preparing and producing marketing materials for residential properties for sale.

Learning outcome	
The learner will:	
2. understand how marketing materials can influence the key audience	
Assessment criteria	
The learner can:	
2.1	explain the importance of identifying the key audiences to promote services
2.2	explain why it is important to identify and prioritise the services to be promoted
2.3	explain how to identify the key audiences needs and expectations from using marketing materials
2.4	explain the organisation's desired response from the key audience in response to marketing materials.

Learning outcome	
The learner will:	
3. understand how to prepare marketing materials for residential properties for sale	
Assessment criteria	
The learner can:	
3.1	give examples of typical costs and timescales for the production of different types of marketing materials for residential properties for sale
3.2	explain the importance of planning marketing activities for individual residential properties
3.3	explain why it is important to review all relevant information before developing marketing materials
3.4	explain the importance of ensuring that key selling features are emphasised and that materials contain sufficient information
3.5	give examples of the main types of buyers of residential property
3.6	give examples of information which is important to different types of buyers
3.7	explain the importance of gaining the approval of the seller for the marketing materials before production
3.8	give examples of the types of changes which might be made to a property which require changes to be made to marketing materials

Learning outcome
The learner will: 4. understand how to arrange for the production of final marketing materials for residential property for sale
Assessment criteria
The learner can: 4.1 explain the importance of types and designs of marketing materials 4.2 explain the organisation's capabilities and resources towards preparing marketing materials 4.3 give examples of where the preparation of marketing materials needs to be outsourced 4.4 explain the organisational procedures for outsourcing of marketing materials 4.5 explain the importance of ensuring that all people involved in the publication of marketing materials are fully briefed 4.6 give examples of problems that might occur when reviewing published marketing materials.

Learning outcome
The learner will: 5. be able to develop recommendations for marketing materials
Assessment criteria
The learner can: 5.1 analyse and prioritise the services to be promoted 5.2 evaluate the objectives to be achieved by the marketing materials 5.3 analyse the key audiences for the services to be promoted 5.4 evaluate the options regarding the available types of marketing materials 5.5 recommend and agree the appropriate types of marketing materials with senior management 5.6 evaluate the resources available towards producing the agreed types of marketing materials 5.7 analyse the capabilities required to produce the materials 5.8 select capabilities in-house and where others are needed to be outsourced for producing marketing materials 5.9 analyse the costs and benefits to the organisation of buying-in part or all of the services required 5.10 evaluate and agree sources of external design capacity where required 5.11 arrange for draft marketing materials to be prepared in order to meet objectives of the marketing plan 5.12 analyse and evaluate the effectiveness of potential designs for marketing materials 5.13 recommend appropriate marketing materials and designs 5.14 prepare a rationale to justify recommendations in line with agreed objectives.

Learning outcome	
The learner will:	
6. be able to prepare agreed materials for production	
Assessment criteria	
The learner can:	
6.1	confirm the agreed types of marketing materials to be produced including style and format
6.2	agree information to be included within the marketing materials
6.3	brief suppliers of the marketing materials fully providing all necessary information
6.4	review the suppliers draft proposals against the agreed format and objectives
6.5	accept only those draft proposals that: <ul style="list-style-type: none"> • meet the agreed requirements • are justified as offering value for money • are in line with objectives
6.6	maintain accurate records about the materials following organisational procedures
6.7	ensure that marketing materials comply with relevant legislation, guidelines and codes of practice.

Unit 326

Develop marketing materials for the promotion of residential property services

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances. For example, where performance is critical, high risk or happens infrequently.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation.



Appendix 1 Sources of general information

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

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOLA/e-volve assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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