

Level 2 Certificate in Housing Practice (6249- 21)

June 2012 Version 1.0



Qualification at a glance

Subject area	Housing Practice (VRQ) (QCF)
City & Guilds number	6249
Age group approved	Pre 16, 16-18, 19+
Entry requirements	N/a
Assessment	Paper based, centre marked assignments consisting of a mixture of practical and knowledge tasks as appropriate to unit content.
Fast track	Available
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Certificate in Housing Practice	6249-21	600/5506/6



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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those who are new to housing and want to gain an understanding of the issues involved in housing. It is also suitable for those that are already working within housing and want to gain a qualification which reflects their skills and abilities.
What does the qualification cover?	This qualification covers the following areas <ul style="list-style-type: none">• Housing provision and housing organisations• Customer care in the housing context• Careers and opportunities in housing• Developing Skills for working in housing
Is the qualification part of a framework or initiative?	This qualification forms the technical certificate of the Intermediate Apprenticeship in Housing (England).
Who did we develop the qualification with?	The units contained within this qualification were developed by the Chartered Institute of Housing (CIH) and supported by the Sector Skills Council, Asset Skills.
What opportunities for progression are there?	Once learners have successfully completed this qualification they can progress onto the Level 3 Certificate in Housing Practice.

Structure

To achieve **the Level 2 Certificate in Housing Practice**, learners must achieve 13 credits from the following 4 mandatory units in the table below.

Level 2 Certificate in Housing Practice			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/602/1225	201	Housing provision and housing organisations	4
H/602/1226	202	Customer care in the housing context	3
K/602/1227	203	Careers and opportunities in housing	3
M/602/1228	204	Developing skills for working in housing	3



2 Centre requirements

Approval

If your Centre is approved to offer any of the following qualifications:

- 6207-02 Level 2 Certificate in Housing

they can apply for fast track approval to offer the 6249-21 Level 2 Certificate in Housing Practice using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area 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, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for this qualification.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for this qualification 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.

Support materials

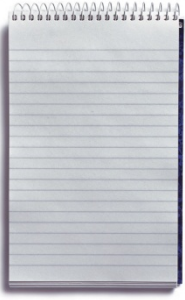
The following resources are available for this qualification:

Description	How to access
Assessment pack	www.cityandguilds.co.uk Passwords available from the Walled Garden
Marking guide	www.cityandguilds.co.uk Passwords available from the Walled Garden

Recording documents

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

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, 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 successfully complete one assignment for each mandatory unit

City & Guilds has written the following assessments to use with this qualification:

- Assignments which are contained within an assessment pack which can be downloaded from **www.cityandguilds.com**

Assessment strategy

The assignments for these units have been produced in the form of an Assessment pack which allows the learners to complete the qualification by using a range of diverse activities. It is important that assessors are industry competent and can provide learners with the resources required to complete the qualification in full.

The assignments are all graded Pass/Refer and a generic feedback sheet has been made available in the Assessment pack to ensure that the learner is given appropriate guidance on improvement where necessary. A Marking guide is also available for assessors which have both generic answers and tasks which will rely on professional judgement.

Level 2 Certificate in Housing Practice

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
201	Housing provision and housing organisations (Level 2) (4)	Assignment	Assessment Pack
202	Customer care in the housing context (Level 2) (3)	Assignment	Assessment Pack
203	Careers and opportunities in housing (Level 2) (3)	Assignment	Assessment Pack
204	Developing skills for working in housing (Level 2) (3)	Assignment	Assessment Pack



5 Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to www.cityandguilds.com. They are also on The Register of Regulated Qualifications:

<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria

Unit 201

Housing provision and housing organisations

UAN:	D/602/1225
Level:	Level 2
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills

Learning outcome

The learner will:

1. Understand different types of housing provision

Assessment criteria

The learner can:

- 1.1 describe different forms of **housing provision** and **tenure** in the UK
- 1.2 explain the **key features** of the main tenures.

Range

Housing provision:

property type - houses, flats, hostels, specialised units, Houses in Multiple Occupation (HMOs); and occupant type - general, key worker, low income, older people, people with disabilities or other particular needs.

Tenure:

home ownership, private rented, part owned / part rented, rented from a Local Authority or Housing Association

Key features:

home ownership – mortgaged and un-mortgaged; shared ownership; assured short hold tenancies; assured tenancies; regulated tenancies.

Learning outcome

The learner will:

2. Know about the relationship between landlord and tenant

Assessment criteria

The learner can:

- 2.1 describe the different **types of landlord** in the rental sector
- 2.2 describe the **relationship** between different types of **landlord** and their **tenants**.

Range
<p>Types of landlord: local authority; housing association, private rental; social rental.</p> <p>Relationship: rights and responsibilities of both landlord and tenant.</p> <p>Landlord: health & safety, security, repairs, insurance, rent collection</p> <p>Tenants: rent payment, care of property, compliance with specific tenancy conditions.</p>

Learning outcome
The learner will: 3. Know about the range of services housing organisations provide
Assessment criteria
The learner can: 3.1 outline the range of housing organisations 3.2 outline the range of services housing organisations provide 3.3 identify other organisations that work with housing providers to deliver services to tenants.

Range
<p>Housing organisations: local authority; Housing association (general provision); Housing association (specialised provision); Other registered social landlords; Registered housing providers; Arms length management organisations (ALMOs).</p> <p>Range of services: general housing; low cost housing; shared ownership schemes; key worker schemes; housing for particular needs groups (elderly, disabled, homeless); supported housing (in care, released from prison, dealing with drug abuse or mental health problems).</p> <p>Other organisations: voluntary groups; charities; benefits advice organisations; educational support organisations; probation service; social services; translation services; police; NHS; legal advice organisations.</p>

Learning outcome
The learner will: 4. Know how housing organisations are regulated and funded
Assessment criteria
The learner can: 4.1 identify the statutory bodies that regulate housing providers 4.2 List ways of paying for housing

Range
<p>Statutory bodies: Strategic Housing Market Assessment (SHMA), Local Development Framework (LDF); Regional Housing Strategy (RHS); Regional Spatial Strategies (RSS); Tenant Services Authority (TSA); Disabled Facilities Grant (DFG); Independent Housing or Local Government; Housing Corporation; The Chartered Institute of Public Finance and Accounting (CIPFA - funding).</p> <p>Ways of paying: Specific government grant e.g. via the housing corporation; corporate lending; local authority subsidy; rent payments; housing benefit; other specific grants</p>

Unit 202

Customer care in the housing context

UAN:	H/602/1226
Level:	Level 2
Credit value:	3
GLH:	24
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills

Learning outcome

The learner will:

1. Know the diverse range and needs of customers

Assessment criteria

The learner can:

- 1.1 list the different **customers** of a housing organisation
- 1.2 identify the different **needs of customers**. (For example, people with sight or hearing impairment, cultural or religious needs, mental health awareness, different tenancies, socio/economic background and individual preferences.)

Range

Customers:

corporate customers looking for management services; individuals / families looking for a first property; individuals / families wishing to move property within the same tenure; individuals / families wishing to change tenure.

Needs of customers:

corporate (management services including rent collection, organising repairs and dealing with tenancy issues); personal (disability, support with drug / alcohol / mental health issues, support with financial problems, support with language, key worker); property type (house, flat, specially adapted property, floor level); tenure (shared ownership, shared equity, assured short hold, assured, regulated).

Learning outcome
The learner will: 2. Understand the principles of equality and diversity
Assessment criteria
The learner can: 2.1 Explain the principles of equality and diversity 2.2 Outline the main provisions of equality and diversity policy and legislation

Range
Principles of equality and diversity: identifying individual/group needs and planning to provide for them; explaining non-identical treatment and prioritising to other service users; applying fairness to service provision; respecting differences; inclusion of all individuals and groups in services.
Equality and diversity policy and legislation: main features of current and relevant legislation e.g. Equality Act 2010, Public Sector Equality Duty (PSED), Equality Impact Assessments; other current legislation relating to equality and diversity e.g. Equality Duty 2010, Race Relations 1976 and 2001; 'Protected Characteristics'.

Learning outcome
The learner will: 3. Understand the principles of customer care
Assessment criteria
The learner can: 3.1 describe the principles of customer care 3.2 explain the importance of confidentiality in customer care 3.3 describe appropriate ways of responding to customers in difficult circumstances . (For example, angry customers, customers in distress.

Range
Principles of customer care: identifying and meeting customer needs and expectations; management of situations where needs and expectations cannot be met; providing information and advice; behaviour and appearance; keeping to commitments/timescales; dealing with special needs and problems.
Confidentiality in customer care: dealing with different types of situations (medical issues; relationship issues; finances; complaints against other staff; neighbour issues; changes in circumstances); ways of responding and maintaining confidentiality (provision of private interview facilities; organisation's policies and training; access to files and records); implications of Data

Protection Act.

Appropriate ways:

use of private interview facility; appropriate, calming, body language and gestures; tone of voice; remaining calm and not responding aggressively; active listening skills; outlining possible action; recording the meeting and any actions raised; reporting progression to customer.

Difficult circumstances:

anger over perceived or actual failure to provide a service; over behaviour of staff or others; distress over personal or family circumstances; irrational or aggressive customer behaviour; displaying discriminatory behaviour.

Unit 203

Careers and opportunities in housing

UAN:	K/602/1227
Level:	Level 2
Credit value:	3
GLH:	24
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify a range of **roles** within the housing sector
- 1.2 describe a number of different roles within the housing sector, both paid and voluntary.

Range

Roles:

- Housing Provision (architecture, project management, building, landscaping);
- Housing Management (team / area management, organising repairs, carrying out repairs, tenancy management, administration and support services, financial services, IT services, sales and marketing, property allocation, specialist support services, caretaking, legal services, recruitment and training, welfare rights advice, development services);
- Volunteering (charities, legal advice, welfare rights advice, specialist services to supported units, mentoring, work placements).

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 identify the **knowledge and skills** necessary for a particular role, paid or unpaid
- 2.2 outline the **qualifications, training and development opportunities** that would be suitable for that role
- 2.3 assess the difference between own knowledge and skills and those required by a particular role.

Range
<p>Knowledge and skills: specific job knowledge and skills; academic qualifications i.e. literacy / numeracy / IT skill level; interpersonal skills; organisational skills; problem solving skills.</p> <p>Qualifications, training and development opportunities: academic qualifications, job specific qualifications (certificates / diplomas / CIH); in-house or externally provided training (welfare rights / legal issues / equality / diversity); partnered / mentored training; apprenticeship opportunities.</p>

Learning outcome
<p>The learner will: 3. Understand how to plan personal development</p>
Assessment criteria
<p>The learner can: 3.1 assess individual knowledge and skills needs 3.2 develop a personal development plan.</p>

Unit 204

Developing skills for working in housing

UAN:	M/602/1228
Level:	Level 2
Credit value:	3
GLH:	24
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills

Learning outcome

The learner will:

1. Know how to learn from their own experience

Assessment criteria

The learner can:

- 1.1 describe a housing related activity
- 1.2 describe the role they played in the housing related activity
- 1.3 assess their part in the activity.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 identify and prioritise daily responsibilities
- 2.2 identify a range of **time management techniques**
- 2.3 describe the importance of team working.

Range

Time management techniques:

identify work outstanding; identify deadlines; prioritise workloads; create schedules and sign off completed work; regularly review schedule to include new tasks; clear filing system; create pro-forma for frequent tasks; tidy work area.

Importance of team working:

shared goals; shared responsibility; shared ownership; collaboration; drawing on a range of individual skills and strengths; unified voice to those outside the team; opportunities for full discussion of issues; involvement of all roles involved in the activity; effective co-ordination and task allocation; empowering staff.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 communicate effectively in oral and written formats. (for example, produce a report and give a presentation)

3.2 use IT to do two of the following; produce:

- a report
- presentation
- e-mail
- leaflet

3.3 describe how to handle a difficult situation in an assertive way

3.4 describe how to use active listening technique.

Range**Assertive behaviour:**

Allowing the customer to make their point; confirming that complaint is understood; identifying possible action with confirmed timescales; explaining reasons for inability to meet customer demands; remaining calm and polite; accepting responsibility; acknowledging poor performance; making arrangements to report progress.

Active listening techniques:

prepared to listen and problem solve; non verbal (nodding, writing summary of points) verbal (repeating main points made); avoid interruption; allow sufficient time customer point to be made; attentive body language; questioning; summarise points made.



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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

City & Guilds
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Useful contacts

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General qualification information

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Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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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

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Publications

Logbooks, Centre documents, Forms, Free literature

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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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