



# **Assessment Guidance for the SVQ in Housing at level 4 (G9FK 24)**

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# Introduction to SVQs

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the Internal Verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the External Verifier\*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see SQA's website:

**[www.sqa.org.uk](http://www.sqa.org.uk)**

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises. The Assessment Strategy developed by Asset Skills, the Sector Skills Council (SSC) provides information on the qualifications required for assessors, Internal Verifiers and External Verifiers.

## The steps involved in assessing a candidate for an SVQ

- ◆ assessment planning
- ◆ generating and collecting evidence of the candidate's competence
- ◆ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate's achievement
- ◆ reviewing and updating the assessment plan

## Preparing to assess the SVQ

This section offers practical advice on how to begin assessing candidates for the SVQ. This advice is offered as an example of good practice — you may develop your own approaches to assessing your candidates which also work well.

### Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

#### Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what standard has been demonstrated
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

#### Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

## **Assessment Planning**

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A Units (the national standard in assessment and verification) you will need copies of completed assessment plans and assessment plan reviews as part of your evidence.

## **Scottish Qualifications Authority — Assessment Methodology**

### **Housing**

This section outlines the assessment methodology that must be applied to the following SVQs:

**Housing level 3 G9FJ 23**

**Housing level 4 G9FK 24**

Standard Quality Assurance methodology for Workplace Assessed Qualifications will be used. Evidence will normally be gathered in the workplace.

### **Workplace Evidence**

Assessment centres must:

- ◆ Ensure that candidates have access to the resources commonly in use in the occupational area(s) and that the pressures and constraints of the workplace are properly reflected
- ◆ Ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace
- ◆ Demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ◆ Ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment
- ◆ Maintain a register of all assessors and Internal Verifiers
- ◆ Provide evidence of their plans to keep assessors and Internal Verifiers updated with current industry requirements

Where applicable, the SSC will provide advice on the minimum 'resource requirements' needed by an Approved Assessment Centre to provide adequate experience to the candidate.

### **Simulation**

Simulation should only be used in exceptional circumstances when one or more of the following conditions apply:

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

Awarding bodies must ensure a common approach to the use of simulation agreed with the sector body through the awarding body forum.

Simulations must comply with the following requirements for realistic working environments:

- ◆ the contingency to which the candidate is required to respond must be realistic and reasonable in terms of its scale and the speed of response required
- ◆ the candidate must be able to demonstrate the actions they would take, using equipment and materials commonly found within the working environment in which they are working
- ◆ information available to the candidate on the nature of the contingency and the response expected must be consistent with the policies and practices of the work environment in which they are working

Centres should have a strategy for assessment agreed with the External Verifier, which includes the approach to be taken to the use and nature of simulation. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess.

The use of simulation should be monitored by the External Verifier to ensure that where simulations are used, they are based in a realistic work environment as described above.

### **Expertise of assessors and verifiers**

Over and above SQA's requirements for assessors and verifiers the following minimum criteria as identified by the Standard Setting Body (Asset Skills) applies in all occupational areas covered by these SVQs and is outlined in detail in the Assessment Strategy:

Assessors should have had experience which involved one of the following:

- ◆ performing the roles covered by the standards they are assessing as an experienced practitioner
- ◆ being directly responsible for directing and supervising the work of those who are performing the functions
- ◆ providing formal guidance or instruction to Housing staff on the effective performance of the functions covered by the standards which they are assessing
- ◆ assessing the predecessor standards for Housing (drawing on the testimony of expert witnesses where they do not have first hand experience of new functions covered by the National Occupational Standards for Housing)

All assessors should have a sound knowledge and understanding of the National Occupational Standards and SVQs in Housing.

Assessors should satisfy the qualification requirements specified by the regulatory authorities.

Assessors must have a thorough knowledge of the Housing sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

Assessors should have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for Units imported from other areas of practice.

Assessors should provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the External Verifier.

Assessors should only assess in their acknowledged area of technical and occupational competence. However, expert witnesses could also be used to cover technical competence requirements if necessary.

Assessors may be appointed to assess individual Units or whole awards. Where they assess individual Units only then there must be an Assessor responsible for ensuring that full competence is demonstrated across all the required Units for a qualification

Internal Verifiers should have had experience of working in the Housing sector, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within a Housing environment. This could be demonstrated by being:

- ◆ an experienced practitioner who has demonstrated the competences required by the standards during their professional career, or
- ◆ a manager or supervisor of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals, or
- ◆ a trainer who is occupationally competent and who has direct responsibility for developing the competences required in the standards

All Internal Verifiers should have a thorough knowledge and understanding of the National Occupational Standards and NVQ/SVQs in Housing.

Internal Verifiers should satisfy the qualification requirements specified by the regulatory authorities.

Internal Verifiers must have a thorough knowledge of the sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.



Internal Verifiers should have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for Units imported from other areas of practice.

Internal Verifiers should provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the External Verifier

External Verifiers should have had experience of working in the sector, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by working within the Housing environment

All External Verifiers should have a thorough knowledge and understanding of:

- ◆ SVQ systems
- ◆ assessment methodologies that attest to occupational competence
- ◆ the national occupational standards and NVQ/SVQs in Housing
- ◆ the Housing sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place

External Verifiers should know and understand and be committed to the content and guidance provided in the current edition of the sector body's assessment strategy.

External Verifiers should satisfy the qualification requirements specified by the regulatory authorities.

External Verifiers should provide evidence of continuing professional development to maintain their occupational expertise and for ensuring consistency of assessment across all of the awarding body's centres.

External Verifiers will be appointed by SQA in line with the criteria outlined by the regulatory body and the additional technical guidance outlined by the Standard Setting Body (SSB) (Asset Skills) in the Assessment Strategy.

Potential External Verifiers will complete a standard SQA application form and will undergo a full induction programme, including an accompanied visit by an experienced External Verifier/SQA member of staff, prior to undertaking any solo approval/verification activity. All External Verifiers will also be expected to undertake the V2 Unit for External Verifiers. This is a benchmark qualification outlined by the Employment Sector Skills Council for all Awarding Body External Verifiers (for SVQs).

SQA will monitor External Verifiers' performance and will hold regular update meetings and training events.

## **External Quality Control**

External Quality Control will be achieved by implementing the Enhanced External Verification process of the Assessment Strategy. This will include both assuring the quality of the centre that is responsible for making the assessment and sampling from the judgements made by assessors for a number of candidates to ensure they consistently meet the standards.

SQA External Verifiers will visit current centres at least once per year. The sample of work for verification should, ideally, comprise the work of 12 candidates. This number is large enough to ensure assessment reliability, however, if any problems are identified the sample can be increased. For centres with fewer than 12 candidates, the entire group of candidates' work will be scrutinised. Where a centre has more than 12 candidates entered for a Unit, we will select the candidates who will comprise the sample and notify the centre.

Details of the Assessment Strategy are outlined at the approval stage. All centres will have to sign up to the assessment strategy before they can enter candidates for the qualification. This is monitored by the Approvals Section and the centre's approval status is not updated until it is signed off and returned.

External Verifiers will receive their own copy of the Assessment Strategy and this will form part of the agenda for future verification group meetings. Lead Officers are invited by verification staff to attend training events. These meetings will allow SQA to gain feedback from External Verifiers, regarding the assessment standards and its application, as well as difficulties over the implementation of the award to centres.

All centres offering the qualification will be selected for verification, ie 100% sample.

SQA will apply a number of targeting strategies:

- ◆ monitoring of External Verifier reports
- ◆ monitoring of System Verifiers reports
- ◆ post Approval visits
- ◆ hold Certification

### **Communication to centres**

We use a variety of methods to update centres on new developments. This includes publishing information on SQA's website, including details of new SVQs in the SVQ Update and where appropriate contacting approved centres by letter or e-mail.

*A Guide to Assessment* for centres has been produced. We may also hold a training day for External Verifiers if required to update them on the new award and the implications. Where necessary, External Verifiers will be contacted by mail to update them of this new award.

# Structure of the SVQ

## SVQ in Housing level 4 Framework G9FK 24

### Mandatory Units

SQA Ref	NTO Ref	Title
DR50 04	H4 01	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements
DR4F 04	H4 02	Development Productive Working Relationships with Colleagues and Stakeholders
F7CE 04	H3 03	Develop Relationships with Others to Improve Customer Service in Housing

### Optional Units

Choose **six** optional Units in total from the four themes.

Up to **two** Units from Theme 1 can be selected.

#### Theme 1 People and Processes

SQA Ref	NTO Ref	Title
DR47 04	H4 03	Develop and Implement Operational Plans for Your Area of Responsibility
F7D0 04	H4 04	Manage and Develop Individuals
DR5T 04	H4 05	Manage Finance for Your Area of Responsibility
F7CR 04	H4 06	Identify and Bid for Funding and Projects
F7D5 04	H4 07	Manage Housing Projects and Contractors

#### Theme 2 Managing Housing and Assets

SQA Ref	NTO Ref	Title
F7D2 04	H4 08	Manage Disputes and Breaches of Agreement in a Housing Context
F7D9 04	H4 09	Monitor and Respond to, the Potential For Legal Proceedings in a Housing Context
F7DK 04	H4 10	Reduce the Number and Impact of Empty Properties
F7CX 04	H4 11	Manage and Develop Housing Rent Services
F7C6 04	H4 12	Contribute to Housing Review, Services and Plans
F7CH 04	H4 13	Enable the Availability of Additional Homes

### Theme 3 Developing and Involving Individuals and Communities

<b>SQA Ref</b>	<b>NTO Ref</b>	<b>Title</b>
F7CB 04	H3 20	Develop and Promote Customer Involvement in the Organisation
F7CT 04	H4 14	Implement and Manage Feedback Processes with Customers and Stakeholders
F7DT 04	H4 15	Set Up and Manage Partnership Working Arrangements in a Housing Context

### Theme 4 Housing Support Services

<b>SQA Ref</b>	<b>NTO Ref</b>	<b>Title</b>
DK69 04	H4 16	Develop Practices Which Promote Choice, Well-being and Protection of all Individuals
DK32 04	H4 17	Assess Individual Needs and Preferences
DK3W 04	H4 18	Produce, Evaluate and Amend Service Delivery Plans to Meet Individual Needs and Preferences
DK9H 04	H4 19	Maintain and Manage Records and Reports
DK67 04	H4 20	Develop Joint Working Agreements and Practices and Review their Effectiveness
F7DJ 04	H4 21	Recruit and Manage Volunteers in the Housing Sector

# Mandatory Units

## **H4 01 Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements**

Note: this Unit is imported from MSC Unit B8.

### **Overview of Unit**

Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks.

Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation affects people's quality of life.

### ***Performance Criteria***

You must be able to do the following:

- 1 monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them.
- 2 develop effective policies and procedures to make sure your organisation meets all the necessary requirements.
- 3 make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.
- 4 monitor the way policies and procedures are put into practice and provide support.
- 5 encourage a climate of openness about meeting and not meeting the requirements.
- 6 identify and correct any failures to meet the requirements.
- 7 identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.
- 8 provide full reports about any failures to meet the requirements to the relevant stakeholders.

### **Behaviours which underpin effective performance**

- 1 you recognise changes in circumstances promptly and adjust plans and activities accordingly.
- 2 you make time available to support others.
- 3 you give feedback to others to help them improve their performance.
- 4 you identify and raise ethical concerns.
- 5 you make appropriate information and knowledge available promptly to those who need it and have a right to it.
- 6 you encourage others to share information and knowledge within the constraints of confidentiality.

- 7 you show sensitivity to stakeholders' needs and manage these effectively.
- 8 you are vigilant for potential risks.

### ***Knowledge and understanding***

You need to know and understand the following:

#### **General knowledge and understanding**

- a the importance of having an ethical and value-based approach to governance and how to put this into practice.
- b relevant legal requirements governing the running of organisations.
- c current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these.

#### **Industry/sector specific knowledge and understanding**

- a legal, regulatory and ethical requirements in your sector
- b procedures to follow if you do not meet the requirements
- c particular current and emerging social concerns and expectations that are relevant to your sector
- d ways in which other organisations deal with current and emerging social concerns and expectations

#### **Context specific knowledge and understanding**

- a the culture and values of your organisation and what effect they have on corporate governance
- b policies and procedures that make sure people meet the requirements
- c the processes for maintaining the relevant policies and procedures and making sure they continue to be effective
- d the different ways in which people may not meet the requirements and the risks of these actually happening
- e the procedures for dealing with people who do not meet the requirements, including requirements for reporting



## **Evidence requirements**

Possible examples of evidence.

### **Knowledge and Understanding**

- ◆ General
- ◆ Industry specific
- ◆ Context specific
  - Policies, systems, procedures and reports the candidate has originated or instigated:
  - Records of training, consultations, working groups, project teams, committees and other forums they have organised and/or participated in to develop, review and implement policies in relation to legal, regulatory, ethical and social issues
  - Health and safety, environmental, corporate social responsibility, equal opportunities, employment, recruitment, customer service and other policy statements that they have developed, initiated and/or agreed in relation to legal, regulatory, ethical and social issues
  - Risk assessments they have undertaken or commissioned
  - Records of actions the candidate has taken to implement policy and address any risks identified
  - Plans, specifications action plans and other records of systems and procedures, roles and responsibilities training and development, objectives and other actions they have organised and/or participated in to implement organisational policies in relation to legal, regulatory, ethical and social issues
  - Documentation the candidate has been responsible for developing relating to the assessment, recognition and auditing of the organisation for external standards (eg ISO14000)
  - Personal statements, action plans, reports the candidate has prepared and records of actions they have taken, to monitor and review organisational performance, and take appropriate action, in relation to legal, regulatory, ethical and social issues
  - Specifications, action plans, reports from project teams, working groups or committees they have organised and/or participated in, to monitor and review organisational performance, and take appropriate action, in relation to legal, regulatory, ethical and social issues

## **H4 02 Develop Productive Working Relationships with Colleagues and Stakeholders**

Note: this Unit is imported from MSC Unit D2.

### **Overview of Unit**

This Unit is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders. It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this Unit.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility. For the purposes of this Unit, 'Stakeholder' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

### ***Performance Criteria***

You must be able to:

- 1 Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.
- 2 Establish working relationships with relevant colleagues and stakeholders.
- 3 Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.
- 4 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.
- 5 Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.
- 6 Fulfil agreements made with colleagues and stakeholders and let them know. Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.
- 7 Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved.
- 8 Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.
- 9 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.

### **Behaviours which underpin effective performance:**

- 1 You present information clearly, concisely, accurately and in ways that promote understanding.
- 2 You show respect for the views and actions of others.
- 3 You seek to understand people's needs and motivations.
- 4 You comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes.
- 5 You create a sense of common purpose.
- 6 You work towards win-win solutions.
- 7 You show sensitivity to internal and external politics that impact on your area of work.
- 8 You keep promises and honour commitments.
- 9 You consider the impact of your own actions on others.
- 10 You use communication styles that are appropriate to different people and situations.
- 11 You work to develop an atmosphere of professionalism and mutual support.

### ***Knowledge and understanding***

To be competent, you must know and understand:

#### **General knowledge and understanding**

- a The benefits of developing productive working relationships with colleagues and stakeholders.
- b Different types of stakeholder and key principles which underpin the 'stakeholder' concept.
- c How to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation.
- d Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders.
- e Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.
- f How to identify and meet the information needs of colleagues and stakeholders.
- g What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration.
- h How to consult with colleagues and stakeholders in relation to key decisions and activities.
- i The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks.
- j Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
- k How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them.

- l How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out.
- m The damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations.
- n How to take account of diversity issues when developing working relationships with colleagues and stakeholders.
- o How to recognise and take account of political issues when dealing with colleagues and stakeholders.
- p How to manage the expectations of colleagues and stakeholders.
- q How to monitor and review the effectiveness of working relationships with colleagues and stakeholders.
- r How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders.
- s How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.
- t The importance of monitoring wider developments in relation to stakeholders and how to do so effectively.

### **Industry/sector specific knowledge and understanding**

- a Current and emerging political, economic, social, technological, environmental and legal developments in the industry or sector.
- b Sector-specific legislation, regulations, guidelines and codes of practice.
- c Standards of behaviour and performance in the industry or sector.
- d The culture of the industry or sector.
- e Developments, issues and concerns of importance to stakeholders in the industry or sector.
- f industry or sector.

### **Context specific knowledge and understanding**

- a The vision, values, objectives, plans, structure and culture of your organisation.
- b Relevant colleagues, their work roles and responsibilities.
- c Identified stakeholders, their background and interest in the activities and performance of the organisation.
- d Agreements with colleagues and stakeholders.
- e The identified information needs of colleagues and stakeholders.
- f Mechanisms for consulting with colleagues and stakeholders on key decisions and activities.
- g The organisation's planning and decision making processes.
- h Mechanisms for communicating with colleagues and stakeholders.
- i Power, influence and politics within the organisation.
- j Standards of behaviour and performance that are expected in the organisation.
- k Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders.

## Evidence requirements

In order to achieve this Unit, the candidate must demonstrate that they meet all the requirements of the Unit. This means all of the stated Outcomes and behaviours and every item of knowledge and understanding. The assessor must be able to observe the candidate in the workplace or they must provide the following **tangible evidence** to the assessor.

Please note that **simulation** is **not** allowed for this Unit, ie all your evidence must relate to real work activities.

### Evidence of Outcomes:

Possible examples of evidence.

### Knowledge and Understanding

- ◆ General
- ◆ Industry specific
- ◆ Context specific
  - operational plans that you have managed and reviewed
  - data on past operational performance against plan that the candidate has collected and analysed
  - notes or minutes of meetings and discussions that the candidate has led to review operational plans and performance
  - reconciliation reports and variance analyses and proposals for changes to plans and operations that the candidate has prepared
  - witness statements (comments on the candidates role in reviewing and controlling performance against plans)
  - personal statement (reflections on the candidate role in reviewing and controlling performance against plans)
  - operational plans that you have developed and agreed
  - proposals for developing new operational systems and procedures or reports of development projects the candidate has led
  - risk assessments and cost/benefit analyses of proposed plans
  - operational or production plans, sales or other work plans or work schedules, objectives and targets that the candidate has developed and agree
  - witness statements (comments on their role in developing operational plans)
  - personal statement (reflections on their role in developing operational plans)

## **H3 03 Develop Relationships with Others to Improve Customer Service in Housing**

### **Overview of Unit**

When you are working with your customers in housing you are not working alone.

Behind or alongside you there are others involved in the process who impact on how well you can deliver your services. You may need to work with a variety of colleagues from other support organisations. It is particularly important in this sector to deal with customers in a polite and sensitive manner and to work along side all colleagues to improve the service given to customers.

The delivery of excellent customer service depends on your skills and those of others. It involves communicating with others and agreeing how you can work together to give a more effective service. To achieve this Unit you must show that you have worked positively with others. You must also show how you have monitored your joint performance and changed the way you do things to improve customer service.

This Unit is all about how you develop a relationship with others to improve your customer service performance.

### ***Performance evidence***

You need to show that you:

- 1 contribute constructively to plans for improving customer service
- 2 identify what you have to do to follow plans to improve customer service and confirm this with others
- 3 work with others to follow plans to improve customer service
- 4 keep the commitments you have made to others
- 5 keep others advised of situations that may affect plans to improve customer service
- 6 discuss with others how your actions affect their customer service performance
- 7 identify how the way you work with others contributes towards meeting plans to improve customer service
- 8 continuously review your own performance with others against plans to improve customer service
- 9 identify with others how actions to follow plans and achieve aims could be improved
- 10 take action with others to improve customer service performance
- 11 identify how the way you work with others improved customer service for your organisation and for your customers

## ***Knowledge and understanding***

You need to know and understand the following:

You will have a full appreciation of the legal and organisational responsibilities relevant to your job role. You will need to show in your evidence that you have worked within the rules and regulations of your organisation and have applied high levels of knowledge and understanding when dealing with your customers.

You will also need to show that you are aware of the position of your organisation in the wider context.

You will be expected to show that you are aware of:

- ◆ major competitors of your organisation
- ◆ the effects of legislation on the performance of your organisation
- ◆ the implications of a change of structure or services for your organisation

In addition you will need to demonstrate that you know and understand:

- a what your customers' rights are and how these rights limit what you are able to do for your customer
- b the specific aspects of:
  - health and safety
  - data protection
  - equal opportunities
  - disability discrimination
- c legislation and regulations that affect the way the services you deal with can be delivered to your customers
- d housing industry, organisational and professional codes of practice and ethical standards that affect the way the services you deal with can be delivered to your customers
- e any contractual agreements that your customers have with your organisation
- f the services of your organisation relevant to your customer service role
- g the guidelines laid down by your organisation that limit what you can do within your job
- h the limits of your own authority and when you need to seek agreement with or permission from others
- i any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
- j how to communicate in a clear, polite, confident and sensitive way and why this is important

You will also need to show that you know and understand:

- a who else is involved either directly or indirectly with your ability to offer your organisation's services
- b the roles and responsibilities of others in your organisation
- c the roles of others outside your organisation who have an impact on the services you provide
- d what the goals or targets of your organisation are in relation to customer service and how these are set



# Optional Units

## **H4 03 Develop and Implement Operational Plans for Your Area of Responsibility**

Note: this Unit is imported from MSC Unit B1.

### **Overview of Unit**

This Unit sits within the People and Processes Theme.

Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan.

The 'area of responsibility' may be, for example, a department or functional area or an operating site within an organisation.

### ***Performance Criteria***

You must be able to:

- 1 balance new ideas with tried and tested solutions
- 2 balance risk with desired outcomes
- 3 make sure your plans are consistent with the objectives of your area of responsibility
- 4 make sure your plan is flexible and complements related areas of work
- 5 develop and assign objectives to people together with the associated resources
- 6 win the support of key colleagues and other stakeholders
- 7 monitor and control your plan so that it achieves its overall objectives
- 8 evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement

### **Behaviours which underpin effective performance**

- 1 you constantly seek to improve performance.
- 2 you work towards a clearly defined vision of the future.
- 3 you present information clearly, concisely, accurately and in ways that promote understanding.
- 4 you reflect regularly on your own and other's experiences, and use these to inform future actions
- 5 you prioritise objectives and plan work to make best use of time and resources.
- 6 you set demanding but achievable objectives for yourself and others.
- 7 you create a sense of common purpose.
- 8 you balance agendas and build consensus.
- 9 you consider the impact of your own actions on others. experiences, and use these to inform future action.

## ***Knowledge and understanding***

You need to know and understand the following:

### **General knowledge and understanding**

- a principles and methods of short-to medium-term planning
- b the importance of creativity and innovation in operational planning
- c how to develop and assign objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- d how to analyse and manage risk
- e how to develop and plan for contingencies
- f principles and methods of delegation
- g how to use resources effectively to achieve objectives
- h how to consult with colleagues and other key stakeholders
- i how to monitor and control operational plans to achieve their objectives
- j how to develop and use an evaluation framework

### **Industry/sector specific knowledge and understanding**

- a legal, regulatory and ethical requirements in your sector
- b market developments in your sector
- c actual and potential competitors, and their strategies and plans
- d actual and potential partners, and their strategies and plans

### **Context specific knowledge and understanding**

- a the market in which your organisation works
- b the overall vision of your organisation and the goals you are responsible for achieving
- c your organisation's actual and potential customer base
- d available market opportunities
- e how to respond to market opportunities
- f colleagues and other key stakeholders, and their needs and expectations
- g processes for consultation
- h sources of information you can use to monitor and evaluate plans
- i procedures for reporting and making recommendations

### **Evidence requirements**

Possible examples of evidence.

## **Knowledge and Understanding**

- ◆ General
- ◆ Industry specific
- ◆ Context specific

Records of activities and agreements with work colleagues and stakeholders that you have completed successfully:

- ◆ Notes and other records of information the candidate has collected on developments in the organisation and its environment that will be of interest to colleagues and stakeholders
- ◆ Records of new stakeholders they have met or have identified
- ◆ Notes, minutes or other records of formal and informal meetings with colleagues and with stakeholders relating to consultations, decisions and agreements for action by the candidate and their performance in relation to these consultations, decisions and agreements
- ◆ E-mails, memos and other correspondence with colleagues and with stakeholders relating to decisions the candidate has taken, actions they have agreed to undertake and their performance in relation to these agreements
- ◆ Personal statements (reflections on the nature and effectiveness of the candidates relationships with work colleagues and the fulfilment of their commitments to them)
- ◆ Witness statements (comments by colleagues on the nature and effectiveness of the candidates relationships with them and their fulfilment of their commitments to them)
- ◆ Records of relationship or other difficulties or conflicts with work colleagues and stakeholders that you have successfully addressed and feedback you have given and received
- ◆ Notes, minutes or other records of formal and informal meetings with colleagues and stakeholders relating to difficulties or conflict
- ◆ E-mails, memos and other correspondence with colleagues and stakeholders relating to difficulties or conflicts
- ◆ Notes or other records of verbal feedback and copies of memos, e-mails and letters the candidate has sent in which they have given feedback to colleagues and stakeholders
- ◆ Notes or other records of verbal feedback and copies of memos, e-mails and letters the candidate has received in which colleagues and stakeholders have given feedback to them
- ◆ Personal statements (reflections on their ability to monitor and review the effectiveness of relationships with colleagues and stakeholders and to deal effectively with difficulties or conflicts)
- ◆ Witness statements (comments by colleagues and stakeholders on the candidates ability to deal effectively with difficulties or conflicts)

## **H4 04 Manage and Develop Individuals**

### **Overview of Unit**

This Unit is for you if you are involved in recruiting, managing and developing people. A 'team' in this context could be one or more people who are in your area of responsibility.

### ***Performance Criteria***

You must be able to:

- 1 ensure that work in your area is regularly reviewed to identify any shortfall in staffing, skills, knowledge or experience
- 2 review the options for addressing any identified shortfalls and follow your organisation's arrangements for resolving the concerns
- 3 provide support during the selection, interview and recruitment process
- 4 provide an appropriate induction programme for new staff
- 5 ensure that your team clearly understands the vision, objectives and operational plans of your area of work, and how these contribute to the organisation as a whole
- 6 manage the performance of your team in order to meet organisational objectives
- 7 manage difficulties, challenges and conflicts within the team, and develop a culture which encourages positive engagement, cooperation and creativity
- 8 delegate responsibilities to team members to provide development opportunities
- 9 demonstrate a range of management styles and apply them to appropriate situations and people
- 10 make effective use of different methods to establish clear lines of communication with your team, demonstrating respect for their views, choices, wishes, and privacy motivate and empower your team to achieve their work and development objectives, recognise success, and provide support and advice when needed
- 11 work with colleagues to identify and prioritise learning and development needs based on their work-roles, make recommendations for action in line with organisational policy
- 12 monitor and review whether learning activities undertaken have achieved the required outcomes

### ***Knowledge and Understanding***

To be competent, you must know and understand

- a your organisation's procedures for identifying and addressing staffing or skills shortfalls
- b the roles, responsibilities, accountability and duties of other departments when organising recruitment or staff development

- c the legal obligations, policies, and codes of practice that apply to recruitment in your organisation
- d organisational procedures for equality, health & safety, discrimination, rights, confidentiality and information sharing
- e how to select and successfully apply different methods for communicating with people across your area of responsibility
- f the vision, objectives, culture and operational plans for your area of responsibility, and for the wider organisation
- g a range of different leadership styles and how to select and apply these to different situations and people
- h how to empower people effectively
- i how to manage and improve the performance of people in your area of responsibility in accordance with organisational policies and procedures
- j how to select and successfully apply different methods for encouraging, motivating, recognising achievement and supporting people
- k how to create and maintain a positive working culture that encourages cooperation and creativity
- l your own strengths and limitations in the leadership role
- m the strengths, limitations and potential of people that you lead
- n the leadership style and wider culture of your organisation
- o the requirements of the performance appraisal and staff development system of your organisation
- p the resources available for staff development

### **Evidence requirements**

The candidate's evaluation of the current and future requirements of their work role, and their career and personal work objectives and reflections on their values:

- ◆ job descriptions, records of appraisal or performance review meetings, work plans and objectives
- ◆ notes of conversations with managers and colleagues about their expectations
- ◆ personal statement (reflections on the candidate's role and responsibilities, work objectives and values)

Assessment of the candidate's personal learning style and its implications:

- ◆ reports from providers of assessment instrument
- ◆ personal statement (reflection on implications of learning style for development activities)

Assessment of the candidate's current knowledge, understanding and skills, and an analysis of how well these reflect the current and future requirements of their work role:

- ◆ qualification certificates and transcripts
- ◆ personality and skill inventory reports
- ◆ records of appraisal or performance review meetings, and personal development plans and objectives personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of their work role)
- ◆ witness statements from managers and other work colleagues

Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:

- ◆ attendance certificates
- ◆ post-course evaluation reports that you have written
- ◆ personal statement (reflections on your learning and application of your learning to your work role)

Records of feedback (both formal and informal) the candidate has received on their performance and achievement of their objectives:

- ◆ records of appraisal or performance review meetings
- ◆ e-mails, memos, notes or other records of informal feedback from others on the candidate's performance
- ◆ work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic)
- ◆ witness statements (comments on their work performance and achievement of objectives)

## **H4 05 Manage Finance for Your Area of Responsibility**

Note: this Unit is imported from MSC Unit E2.

### **Overview of Unit**

This Unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor, evaluate and control performance and take action to deal with identified variances. Delegating responsibility for budgets for clearly defined activities is a key aspect of this Unit. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

### ***Performance Criteria***

You must be able to do the following:

- 1 confirm your financial responsibilities, including the limits of your authority, with those to whom you report
- 2 gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks
- 3 identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources
- 4 discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets
- 5 consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process
- 6 discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area
- 7 establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place
- 8 identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required
- 9 propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people
- 10 provide ongoing information on the financial performance of your area to relevant people in your organisation
- 11 advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities



- 12 encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation
- 13 review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future

**Behaviours which underpin effective performance:**

- 1 you act within the limits of your authority
- 2 you are vigilant for potential risks
- 3 you develop systems to gather and manage information and knowledge effectively, efficiently and ethically
- 4 you clearly agree what is expected of others and hold them to account
- 5 you respond quickly to crises and problems with a proposed course of action
- 6 you comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 you prioritise objectives and plan work to make best use of time and resources
- 8 you use communication styles that are appropriate to different people and situations
- 9 you take and implement difficult and/or unnecessary decisions, if necessary

***Knowledge and understanding***

You need to know and understand the following:

**General knowledge and understanding**

- a the purposes of budgetary systems
- b the importance of agreeing financial responsibilities, including the limits of your authority, for your area with those to whom you report
- c where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area
- d the importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
- e how to identify opportunities and delegate responsibility for budgets.
- f the importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
- g how to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
- h how to establish systems to monitor and evaluate performance against budgets.

- i the importance of contingency plans and the type of contingencies that may occur.
- j the main causes of variances and how to identify them.
- k what different types of corrective action could be taken to address identified variances.
- l the importance of agreeing revisions to the budget and communicating the changes.
- m the importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.
- n types of fraudulent activities and how to identify them.
- o how to encourage colleagues to think about ways of reducing expenditure and increasing income.
- p how to review the financial performance of your area against the stated objectives.

### **Industry/sector specific knowledge and understanding**

- a factors, processes and trends that are likely to affect financial management in your industry/sector.
- b legal, regulatory and ethical requirements in the industry/sector.

### **Context specific knowledge and understanding**

- a the scope and nature of your area of responsibility including the vision, objectives and operational plans
- b your financial responsibilities, including the limits of your authority
- c the people you report to in your organisation
- d financial information available in your organisation
- e activities for which budgets have been delegated
- f the budgeting period(s) used in your organisation
- g organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
- h the agreed master budget for your area, including delegated budgets
- i systems established for managing and evaluating performance against budgets
- j contingency plans put in place
- k what to do and who to contact if you suspect fraud has been committed
- l who needs information on the financial performance of your area, what information they need, when they need it and in what format

### **Evidence requirements**

- ◆ Possible examples of evidence behaviours
- ◆ Knowledge and Understanding
- ◆ General Industry specific
- ◆ Context specific

Budgets for the candidates area of responsibility that they have developed or:

- ◆ Notes, minutes or other records of meetings with other managers and subordinates in which they have agreed the objectives and criteria for developing and agreeing a (master) budget for the area of responsibility, and other's responsibilities for developing budgets for specific functions or activities
- ◆ Documents, spreadsheet printouts and other records of financial information and past budgets, forecasts of future activity, income/revenue and expenditure, costs and prices that the candidate has used to prepare a draft budget
- ◆ Draft budgets, background papers to support their draft, and notes, minutes and other records of negotiations with subordinates and colleagues and line managers to agree and finalise or to revise budgets
- ◆ E-mails, memos or newsletters the candidate has prepared, presentations they have made and notes or minutes of meetings they have held to communicate to colleagues the financial objectives of the organisation and their area of responsibility, the agreed budgets and the constraints or other requirements relating to their implementation and control
- ◆ Records of budgets outturns and reviews of the candidate's management or supervision of budgets, and reports and other reviews of financial performance
- ◆ Details or specifications of systems they have introduced or authorised, for monitoring budgetary performance, identifying variances and alerting others to the need for action
- ◆ Data on budgetary performance; variance analysis; monitoring for accuracy, validity and fraudulent behaviour; budgetary reports and proposals for action in the light of budget outturns or requirements for changes
- ◆ Reports or other reviews of the candidate's financial performance, achievement of financial objectives and any action they took (or didn't take) in the light of budget outturns
- ◆ Personal statements (reflections on their use of information to construct and monitor a budget, delegate responsibility to others, negotiate and give and obtain approval for budgets, supervise others' budgetary monitoring, their own monitoring of outturns and any changes that were needed)

## **H4 06 Identify and Bid for Funding and Projects**

### **Overview of Unit**

This Unit is for you if you are involved in identifying project and funding opportunities, as well as bidding for funding and projects. Funding opportunities could be for projects, initiatives or programmes and the funding could be short, medium or long term.

### ***Performance Criteria***

You must be able to:

- 1 identify suitable sources of funding for the range of work that your organisation is likely to undertake
- 2 assess any practical constraints or particular benefits in bidding from particular sources
- 3 assess the administrative and management implications of a successful bid
- 4 ensure that your organisation has the resources and capacity to successfully deliver the project or programme that the funding would support
- 5 ensure that your proposal meets the detailed requirements of the specification provided by the funding body, and meets the deadline
- 6 conduct any post-proposal negotiations in line with your organisational requirements and the opportunities and constraints identified by your earlier assessment
- 7 provide additional information where necessary to enable negotiations to proceed effectively
- 8 seek feedback for future action where the negotiations are unsuccessful
- 9 agree and confirm contracts prior to the start of work

### ***Knowledge and Understanding***

You must know and understand:

- a how to identify and assess current and anticipated sources of funding
- b the organisational, legal, resource and ethical issues which might be involved in taking on particular types of work
- c the relationship between work which the organisation may be interested in doing and its capacity to achieve it
- d opportunities and risks in funding arrangements
- e preparing proposals and applications for funding
- f the importance of historical information relating to proposals and how it can be used to inform current activity
- g reasons why organisations may choose not to apply for contracts even though they are able to achieve them
- h your obligations and responsibilities under contract law
- i organisational and legislative demands of project delivery
- j sources of information and advice - technical, legal and financial

- k effective ways of presenting proposals which are likely to prove successful in gaining the work
- l the information which is required for tenders and its purpose
- m the range of operational resources needed for successful delivery of the contract
- n how to arrive at an optimal costing which takes into consideration why the contract is being sought, prevailing market conditions and the actual cost of providing the products and services
- o the needs and demands of funders and how they differ between sources
- p why post-proposal negotiations may be necessary and how to conduct them in an effective manner
- q how to conclude project contract negotiations which are effective and mean the contract is able to proceed
- r principles and methods of effective project management, your own strengths and weaknesses in this area and where help may be sought from others
- s methods of developing and establishing good working relationships with contract holders

### **Evidence requirements**

To demonstrate occupational competence:

You must provide performance evidence for identifying the following opportunities and constraints:

- a organisational
- b legal
- c resource availability
- d ethical

You must provide performance evidence for identifying the following resources required:

- a financial
- b material
- c human
- d capital equipment

To demonstrate occupational competence:

You must provide performance evidence for conducting negotiations concerning:

- a costs
- b timing

You must also provide evidence for the knowledge and understanding stated in this Unit.

## **H4 07 Manage Housing Projects and Contractors**

### **Overview of Unit**

This Unit is about managing a project for which you have been given responsibility. This involves developing and agreeing a plan for the project, monitoring and controlling implementation of the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor(s) and any key stakeholders.

### ***Performance Criteria***

You must be able to:

- 1 agree the key objectives and the available resources for the project with key stakeholders
- 2 develop a realistic and thorough plan for undertaking the project and achieving the objectives
- 3 determine the roles and responsibilities of project team members, and provide ongoing information and support
- 4 manage potential risks arising from the project and deal with contingencies
- 5 arrange tendering processes for sub-contracted work in accordance with your organisational procedures
- 6 select contractors and negotiate and issue contracts in line with legal and organisational requirements
- 7 monitor, control and review progress during implementation of the project plan
- 8 take any required action to rectify problems with project delivery
- 9 meet the project management, information and data requirements of the project sponsors and key stakeholders
- 10 review the success of the project in meeting its objectives and use the findings to inform future practice

### ***Knowledge and Understanding***

You must know and understand:

- a your organisation's procedures and priorities for setting up projects
- b how to identify the nature and scale of work which is required
- c how to determine the resources required for successful project delivery
- d how to organise and construct a project plan
- e how to set project objectives
- f how to assess and manage risk
- g the legal requirements and codes of practice applicable to your work
- h organisational procedures for health & safety, confidentiality and information sharing
- i the sources of information available to you
- j how to work in partnership with key people both inside and outside your organisation

- k how to develop project specifications and invitations to tender
- l the requirements of your organisation's procedures with regard to selecting contractors and to offering contracts
- m organisational policies, procedures, legal requirements and sub-contractual arrangements covering work delivered by contractors
- n the roles, responsibilities, accountability, and duties of other departments and external parties in delivery of the project
- o how to monitor and control project delivery
- p the range of options open to you if delivery is at risk
- q the requirements of project sponsors and key stakeholders
- r how to evaluate and draw useful conclusions from the outcomes of the project

## **H4 08 Manage Disputes and Breaches of Agreements in a Housing Context**

### **Overview of Unit**

This Unit covers the competencies required by individuals who are responsible for monitoring and reviewing the management and investigation of disputes and possible breaches of agreements. Individuals will also manage individual investigations and be involved in any legal proceedings.

### ***Performance Criteria***

You must be able to:

- 1 ensure operational procedures and policies are in place to minimise and prevent disputes or breaches of agreements
- 2 initiate and carry out formal investigation of possible breaches in line with the relevant legal and operational requirements using methods of gaining information which are realistic, reliable and cost effective
- 3 interview all relevant parties in relation to reports or allegations of possible breaches
- 4 ensure that formal investigations of disputes and possible breaches are in line with the relevant legal and operational requirements
- 5 keep accurate, legible and complete records of your investigations and actions
- 6 manage the accurate identification, recording and analysis of evidence of disputes and possible breaches and prepare cases for legal proceedings
- 7 liaise with legal specialists and other agencies to decide and act upon disputes and breaches of agreements
- 8 represent the organisation in court
- 9 support witnesses during and after the investigation
- 10 ensure that actions are free of discriminatory and unfair bias towards individuals or groups
- 11 develop and manage systems and procedures to monitor disputes and breaches of agreements
- 12 use management information data to identify trends and properties or areas where there is a particularly high incidence of disputes and breaches
- 13 identify vulnerable groups and how they can be protected
- 14 undertake a review of the management of disputes and breaches, and performance against targets

### ***Knowledge and Understanding***

To be competent, you must know and understand:

- a the role of a proactive approach in preventing disputes or breaches occurring
- b your organisation's procedures for investigating and acting upon confirmed breaches



- c the rights and responsibilities of customers under agreements
- d relevant legislation, particularly in respect of crime, public disorder, antisocial behaviour, health and safety, and fire regulations
- e the risks that can be associated with investigating possible breaches of agreement
- f how to assess and minimise risk to yourself and others
- g which parties are relevant to your investigation
- h the options available to you in dealing with disputes and breaches of agreement
- i the relevant legal specialists and agencies you may need to work with
- j organisational and legal procedures relating to your actions
- k your organisational procedures for communicating decisions
- l the need to protect confidential information
- m the implications of your actions in terms of efficiency, effectiveness, economy, quality and equality issues
- n how to collect and analyse management information
- o your organisational targets for reducing disputes and breaches of agreements

## **H4 09 Monitor and Respond to the Potential for Legal Proceedings in a Housing Context**

### **Overview of Unit**

This Unit covers the competencies required by housing workers with responsibilities for monitoring the potential for legal proceedings and making management decisions on possible legal actions.

### ***Performance Criteria***

You must be able to:

- 1 monitor the potential for legal proceedings in accordance with your organisational requirements
- 2 recognise and clearly identify circumstances where professional legal advice should be taken
- 3 set out the grounds on which to proceed with legal action based on all the available information
- 4 compile the relevant information and evidence required to support the process
- 5 take appropriate steps to initiate and support the required legal action
- 6 represent the organisation in court
- 7 support witnesses during any legal proceedings
- 8 inform all the relevant parties of the decision you have made
- 9 maintain the confidentiality of information in accordance with organisational and legal requirements
- 10 keep accurate and clear records of your actions
- 11 ensure that your actions are in accordance with organisational and legal requirements

### ***Knowledge and Understanding***

To be competent, you must know and understand:

- a how a contract is broken or breached
- b the requirements and law relating to the regulation of contracts
- c how to identify appropriate procedures for different types of legal action
- d your organisational and legal requirements
- e the circumstances where legal action is appropriate
- f what information is required to make a judgement on the potential for legal proceedings
- g how to produce an effective brief for submission to legal advisors
- h how and why the confidentiality of information should be maintained
- i sources of advice and help concerning legal action
- j your own role in initiating and supporting legal action
- k the needs of witnesses
- l how to keep accurate and clear records

## **H4 10 Reduce the Number and Impact of Empty Properties**

### **Overview of Unit**

This Unit covers the competences required by all housing workers who are involved in identifying and managing empty properties, including those involved in trying to reduce the impact of empty properties. Empty properties could include properties which are empty as part of a planned maintenance or sales strategy, but also those classed as “voids”. A void is a property which does not have a tenant or leaseholder for a period time between occupancies. This could be because the property does not meet the needs of customers.

### ***Performance Criteria***

You must be able to:

- 1 develop and manage systems to identify empty properties
- 2 develop and manage systems to monitor and report on performance related to the numbers of empty properties
- 3 manage the production of performance information, plans and reports in relation to empty properties
- 4 make decisions on how to optimise the use of specific empty properties
- 5 minimise the time taken to complete repairs or adjustments to empty properties
- 6 minimise the impact of empty properties on the organisation
- 7 ensure that properties are brought to an agreed standard
- 8 minimise any adverse affects of empty properties on neighbouring properties and the wider community
- 9 develop and manage procedures for dealing with “hard to let” properties
- 10 determine requirements for additional properties
- 11 follow all company procedures and legislative requirements in relation to managing empty properties

### ***Knowledge and understanding***

To be competent, you must know and understand:

- a the reasons for securing empty properties
- b the procedures which your organisation has in place for monitoring and reporting empty properties
- c the organisational standards for repair and cleanliness
- d how to communicate effectively with customers and others
- e procedures for arranging inspections and repairs
- f risk assessment procedures
- g how to ensure the health, safety and security of yourself and others
- h lettings and allocation procedures
- i the correct actions to take in response to problems
- j relevant organisational policies and good practice standards
- k the responsibilities of all relevant parties with respect to the condition of property

- l how to record the actions taken
- m organisational performance targets for managing empty properties
- n the impact of voids on the organisation's performance
- o why the needs of the local community must be considered
- p legal duties and regulatory requirements
- q the reasons why property must meet minimum standards
- r the expert advice available and when this should be used

## **H4 11 Manage and Develop Housing Rent Services**

### **Overview of Unit**

This Unit covers the competences required by all housing workers who are involved in providing housing rent services. This includes managing rent accounting processes and administrating debt recovery procedures with the aim of sustaining tenancies.

### ***Performance Criteria***

You must be able to:

- 1 manage the setting of rent/service charges in accordance with your organisational and legislative requirements
- 2 manage the collection of rent/service charges
- 3 monitor the rent collection and arrears management functions to ensure performance and customer service targets are met
- 4 develop and manage systems and procedures for recording information
- 5 train colleagues in rent control and use of rent IT systems
- 6 advise colleagues on the housing and state benefit system and relevant housing legislation
- 7 take action to minimise the amount and impact of rent arrears
- 8 manage debt recovery procedures in accordance with organisational and legal requirements
- 9 produce regular and ad hoc management information and reports
- 10 contribute to the development of policies and strategies to prevent and manage rent arrears
- 11 contribute to the development of policies and strategies to improve the efficiency of the setting, payment and collection of rent

### ***Knowledge and understanding***

To be competent, you must know and understand:

- a the legal requirements on your organisation and on your customers with respect to the setting, payment and collection of rents and service charges
- b your organisation's procedures and policies for setting, paying and collecting rents and service charges
- c the implications of the housing benefit system relevant to your customers
- d how to engage with customers and create a payment culture
- e the importance of maximising income for the organisation
- f good practice in relation to income maximisation practice and procedures
- g the reasons behind differing frequencies of monitoring
- h how to identify and respond to accounts which are in arrears
- i your organisational debt recovery procedures
- j the tools and remedies available to tackle rent arrears
- k the legal process relating to rent arrears
- l when to use a debt collection agency and how they operate

- m the need for all records to be accurate and complete
- n how to maximise the use of rent IT and monitoring systems
- o how to develop and establish policies, strategies and procedures
- p the limits of your responsibility for this work

## **H4 12 Contribute to Housing Reviews, Strategies and Plans**

### **Overview of Unit**

For this Unit you need to contribute to housing reviews, strategies and plans. This could include making the best use of existing housing stock, planning new housing requirements, developing new and existing strategies and reviewing homelessness in the area.

### ***Performance Criteria***

You must be able to:

- 1 agree with colleagues the purpose and scope of housing reviews, strategies and plans
- 2 identify qualitative and quantitative data requirements for housing reviews, strategies and plans
- 3 undertake research to support the development of housing reviews, strategies and plans
- 4 provide up-to-date information and appropriate explanations to support the production of housing reviews, strategies and plans
- 5 map and monitor current activities undertaken by the organisation in relation to the relevant housing review, strategy or plan
- 6 assess current and future need, demand and supply for housing stock and/or service provision
- 7 contribute to planning for the current and future housing needs of the local population in accordance with targets and relevant legislation
- 8 identify ways in which to make the best use of existing housing stock and/or service provision
- 9 work with stakeholders, customers and the local community on housing reviews, strategies and plans
- 10 produce accurate data and reports
- 11 ensure that housing reviews, strategies and plans are sustainable, accessible and in accordance with organisational requirements and legislation
- 12 identify ways in which to improve data collection
- 13 carry out work in accordance with ethical standards and recognised good practice

### ***Knowledge and Understanding***

To be competent, you must know and understand:

- a any legislative requirements related to housing reviews, strategies and plans
- b the available qualitative and quantitative data
- c how and where to access literature, information and data support to inform your work
- d how to undertake research

- e current activities undertaken by the organisation in relation to the relevant housing review, strategy or plan
- f when and how to involve stakeholders, customers and the local community in undertaking a housing review or when developing a strategy or plan
- g the vision and overall strategy for your organisation and how it connects to the regional and national picture
- h roles, responsibilities and accountability in relation to the relevant housing review, strategy or plan
- i organisational procedures and policies for equality, rights, confidentiality and information sharing
- j ways in which the different personal circumstances of customers affect the services that are likely to be required
- k the importance of complying with recognised good practice
- l factors affecting the capacity of your organisation to deliver strategies and plans
- m the extent and limits of your own competence, expertise and authority, and the importance of not working beyond these



## **H4 13 Enable the Availability of Additional Homes**

### **Overview of Unit**

This Unit covers the competences required by all housing workers who are involved in enabling the availability of additional homes, particularly those involved in working with private landlords.

### ***Performance Criteria***

You must be able to:

- 1 develop and manage systems to quickly get empty properties back into use
- 2 identify privately-owned empty properties in order to confirm their status as empty properties
- 3 provide advice for private landlords on the options available to them for dealing with their empty property/properties
- 4 provide support for private sector landlords to get their property up to standard
- 5 develop and manage schemes to support self-regulation by private landlords
- 6 identify properties which satisfy the requirements of private sector management orders
- 7 apply for private sector management orders to take over the management of the property
- 8 develop and manage initiatives to provide more housing options and choice for customers
- 9 develop and manage rent guarantee/bond schemes or other schemes that enable customers to secure a new home
- 10 identify private sector options to provide new homes for customers
- 11 follow all company procedures and legislative requirements in relation to enabling the availability of new homes

### ***Knowledge and understanding***

To be competent, you must know and understand:

- a the reasons for securing the availability of additional homes
- b the procedures which your organisation has in place for monitoring and reporting on their provision of additional homes
- c how to support private sector landlords to get their property up to standard
- d how to develop and manage schemes to support self-regulation by private landlords
- e company procedures and legislation in relation to private sector management orders
- f risk assessment procedures
- g how to ensure the health, safety and security of yourself and others
- h lettings and allocation procedures
- i the correct actions to take in response to problems

- j the responsibilities of all relevant parties with respect to the condition of property
- k how to record the actions taken
- l organisational performance targets for managing empty properties
- m good practice in relation to working with the private rented sector
- n why the needs of the local community must be considered
- o legal duties and regulatory requirements
- p the reasons why property must meet minimum standards
- q relevant organisational policies and good practice standards

## **H4 14 Implement and Manage Feedback Processes with Customers and Stakeholders**

### **Overview of Unit**

This Unit covers the competencies required by housing workers who are involved in developing, implementing and managing processes of consultation and feedback with customers and other stakeholders.

### ***Performance Criteria***

You must be able to:

- 1 select key questions, issues and topics on which customer and stakeholder views will be sought
- 2 identify appropriate methods of consultation for different subject areas and target groups
- 3 develop and implement ways in which customers and other stakeholders can become involved in the consultations
- 4 establish and manage a variety of platforms and methods to consult with customers on a wide range of policies, procedures and plans
- 5 offer customers realistic options for involvement in guiding the organisation's policy and planning
- 6 create and manage systems for collating information gathered through the consultations
- 7 develop and manage systems for capturing and evaluating the core messages from feedback, and distributing feedback to the appropriate people
- 8 put procedures in place to ensure that the products of consultation become part of the organisation's decision making processes and inform future actions
- 9 develop systems and processes to evaluate the effectiveness of customer participation
- 10 evaluate current participation and identify opportunities for further activity
- 11 provide organisations and individuals that have participated in consultations with feedback on the effect of their involvement

### ***Knowledge and Understanding***

To be competent, you must know and understand

- a your organisation's policies and practices in terms of customer empowerment
- b the reasons for involving customers in the decision making processes of the organisation
- c how to communicate the objectives of the consultation exercise and the way in which feedback will be used within the organisation
- d the areas of activity within your organisation that are appropriate to discussion and decision making within a consultative forum
- e the strengths and weaknesses of available consultation methods

- f how to ensure that materials and consultative methods are suitable for the target audience
- g how to prepare options for discussion and anticipating the range of likely responses
- h methods and techniques for involving people with different perspectives and levels of need
- i systems for gathering and interpreting information
- j your organisational structure and how to distribute feedback information to key people in different departments effectively
- k a range of methods for evaluating the outcomes of consultation processes and the impact on the organisation
- l the scope for further development of consultation activities
- m how to establish effective communication with participants in order to inform them of the positive effects of their contribution to the consultation

## **H4 15 Set Up and Manage Partnership Working Arrangements in a Housing Context**

### **Overview of Unit**

This Unit covers the competences required by all housing workers who are involved in setting up, managing and developing working relationships with other organisations. Partnership working arrangements could be internal or external, informal or formal and could have different purposes.

### ***Performance Criteria***

You must be able to:

- 1 identify opportunities to develop strategic relationships with other organisations
- 2 explain the nature of your organisation to potential partners, including its purpose, ethos and working practices
- 3 make proposals to colleagues and potential partners on the purpose and benefits of partnership working
- 4 explore any areas of potential conflict and overlap and develop strategies, procedures and practices to deal with them
- 5 negotiate and develop working arrangements with other organisations
- 6 set up systems, procedures and agreements to manage partnership working relationships
- 7 clarify and agree boundaries, roles and responsibilities for colleagues
- 8 regularly review the effectiveness of partnership working arrangements
- 9 implement and manage improvements to partnership working arrangements and practices
- 10 ensure that partnership working practices comply with legal, regulatory and organisational policies and procedures
- 11 help to manage the roles and responsibilities of different individuals and organisations involved in the partnership working arrangement share and report essential information across organisational boundaries within agreed guidelines
- 12 communicate in a manner which develops confidence, professionalism and trust

### ***Knowledge and understanding***

To be competent, you must know and understand:

- a the nature of the sector you are working in and the different roles and responsibilities of relevant organisations
- b the range of existing partnership working arrangements which are relevant to your work
- c the communication structures and procedures within your organisation
- d any formal and informal agreements in place with relevant organisations
- e how to set up new agreements with partner organisations in accordance with organisational procedures

- f legal and organisational requirements in relation to anti-discriminatory practice, confidentiality and sharing of information in the context of partnership working
- g how and why the confidentiality of information should be maintained
- h how to manage conflicts and difficulties that may arise when working with other organisations
- i how differing values and practices of individuals and organisations can affect partnership working arrangements
- j the limits of your own responsibilities and the consequences of operating outside these limits
- k methods to review the effectiveness of partnership working arrangements
- l policies, procedures and ways of working in other organisations which affect the opportunities and boundaries for identifying potential partnerships
- m when colleagues need to be supported because of any difficulties, problems or changes in partnership working arrangements
- n the importance of effective communication and the implications of not communicating effectively

## **H4 16 Develop Practices Which Promote Choice, Well-being and Protection of all Individuals**

Note: this Unit is imported from Health and Social Care Unit HSC45.

### **Overview of Unit**

For this Unit you will need to develop, maintain and evaluate systems, and support others to promote the rights, responsibilities, equality and diversity of individuals in making choices about their care and protection.

### **Performance Criteria**

You need to show that:

- 1 you develop and maintain relationships with individuals and key people
- 2 you provide up-to-date information to support individuals to make informed choices about the care and services they receive
- 3 you work in partnership with individuals, key people and others within and outside your organisation to promote the individual's choice about their care
- 4 you support individuals to communicate their views about:
  - ◆ their priorities
  - ◆ their needs
  - ◆ the factors that affect their health and well-being
  - ◆ changes that they are experiencing and are likely to experience in the short, medium and long term balancing these views with the rights and responsibilities of key people
- 5 you develop solutions to deal with conflicts and dilemmas when promoting the individual's rights and responsibilities
- 6 you seek and use appropriate support:
  - ◆ when there are conflicts that you cannot resolve
  - ◆ with areas of work that are outside the scope of your responsibility and your competence to deal with
- 7 you act as a role model to demonstrate to others how to:
  - ◆ respect and balance the views, preferences and wishes of individuals and key people
  - ◆ support individuals to have as much control over their lives as possible
  - ◆ support individuals to use their strengths and abilities
  - ◆ acknowledge the dilemmas individuals face when balancing their own rights, preferences and responsibilities with those of key people and others

- 8 you promote individuals' rights to:
  - ◆ comment and complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
  - ◆ secure independent advice, support and advocacy when decisions are being made about their lives and futures
- 9 you ensure that you, and others with whom you work:
  - ◆ respect the individual's beliefs, culture, values and preferences
  - ◆ treat and value each person as an individual
  - ◆ acknowledge the diversity of individuals, key people and others
  - ◆ respect the dignity and privacy of individuals, key people and others
  - ◆ promote equal opportunities for individuals
  - ◆ put the individual's needs and preferences at the centre of everything you do
  - ◆ provide active support that promotes the participation and inclusion of all individuals
  - ◆ support anti-discriminatory practice
  - ◆ identify and challenge discrimination and oppression
  - ◆ ensure information is disclosed only to those who have the right and need to know
- 10 you ensure that you and others with whom you work honour work commitments and when this is not possible, explain why
- 11 you demonstrate that you are trustworthy, reliable and dependable and support others to do the same
- 12 you support those who need assistance in exercising their rights
- 13 you seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity
- 14 you support individuals to:
  - ◆ communicate their fears and knowledge of risks, situations, events and personal crises that might result in danger, harm and abuse
  - ◆ identify, agree and use approaches to manage risks and protect themselves from danger, harm and abuse
- 15 you agree, with individuals and key people, the procedures to follow when situations, events and behaviour occur that could lead to danger and abuse of themselves, key people and others
- 16 you identify and defuse, where possible and safe to do so, situations that might result in danger, harm and abuse to individuals, key people and others



- 17 you ensure that you and those with whom you work can access and understand information about:
  - ◆ the legal and organisational requirements for the protection of individuals, key people, themselves and others
  - ◆ who can have access to information about actual and suspected harm and abuse
  - ◆ how to deal with, record and report on incidents of possible and actual danger, harm and abuse avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
- 18 you contribute to the development of an open environment and relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- 19 you take appropriate and immediate action, following legal and organisational procedures where you or others observe signs and symptoms of danger, harm and abuse or where this has been disclosed,
- 20 you ensure that your own and the actions of others, whilst giving priority to the protection of the individuals, avoid actions and statements that could adversely affect the use of evidence in future investigations and court
- 21 you ensure that records and reports are timed, dated, within confidentiality agreements and written according to organisational procedures and legal requirements, avoiding statements that could adversely affect the use of evidence in future investigations and court
- 22 you pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements
- 23 you observe, challenge and report on unsafe practice
- 24 you seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff
- 25 you provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice
- 26 you develop strategies and systems to deal with your own thoughts and feelings and reflect on practices
- 27 you provide evidenced based reports, on changes that are needed to systems and structures for the protection of individuals, in accordance with:
  - ◆ your role and responsibilities
  - ◆ confidentiality agreements
  - ◆ legal and organisational requirements and avoiding statements that could adversely affect the use of evidence in future investigations and court

## ***Knowledge and understanding***

You need to know and understand:

- a legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when promoting the choice, well-being and protection of individuals
- b knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  - ◆ place the individual's preferences and best interests at the centre of everything you do
  - ◆ provide active support for the individuals
  - ◆ recognise the uniqueness of individuals and their circumstances
  - ◆ empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
- c methods and ways of working that:
  - ◆ support equality and diversity
  - ◆ support the rights of people to communicate in their preferred way, media and language
  - ◆ are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
  - ◆ are ethical and adhere to any codes of practice relevant to your work
- d respect other people's ideas, values and principles
- e how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individual's rights
- f how to manage ethical dilemmas and conflicts for individuals, those who use services and staff
- g how you and others for whom you are responsible can and should use relationships to promote individuals' rights, choices and well-being
- h codes of practice and conduct, and standards and guidance relevant to your setting and your own and the roles, responsibilities, accountability and duties of others when developing practices which promote the choices, wellbeing and protection of all individuals
- i current local, UK and European legislation and organisational requirements, procedures and practices for:
  - j data protection
  - k health and safety
  - l risk assessment and management
  - m employment practices
  - n protecting individuals from danger, harm and abuse
  - o making and dealing with complaints and whistle blowing
  - p multi-disciplinary and multi-agency working
  - q your responsibility for keeping yourself, individuals and others safe

- r developing practices which promote the choices, well-being and protection of all individuals
- s key government initiatives which affect the organisational practices to promote the choice, well-being and protection of all individuals
- t how to access, evaluate and influence organisational and workplace policies, procedures and systems for the choice, well-being and protection of individuals
- u how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when promoting the choice, well-being and protection of individuals
- v policies, procedures, guidance and protocols with the other organisations and professions with whom you work related to promoting the choice, wellbeing and protection of individuals
- w the purpose of and arrangements for you to provide and receive supervision and appraisal
- x how and where to access literature, information and support to inform your own and colleagues practice about promoting the choice, well-being and protection of individuals
- y an up-to-date knowledge of:
  - ◆ the literature related to best practice in promoting the choice, wellbeing and protection of individuals
  - ◆ government reports, inquiries and research relevant to promoting the choice, well-being and protection of individuals
  - ◆ government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- z theories about:
  - ◆ how power and influence can be used and abused when managing and processing requests for health and care services
  - ◆ multi-disciplinary and multi-organisational working
  - ◆ organisational methods, systems and structures
  - ◆ human growth and development
- aa identity, self-esteem and self-image
- bb managing loss and change
- cc stress and how it can affect behaviour
- dd inter-personal communication
- ee promoting the choice, well-being and protection of individuals
- ff knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how the conditions can affect the individual's behaviour and methods of supporting other staff to observe and use best evidence and knowledge based practice in their work
- gg acting as a mentor to assist staff to develop practice in:
  - ◆ effective communication and engagement with individuals, key people and others
  - ◆ involving individuals in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, and preferences
  - ◆ working with families and carers to support individual people

- ◆ working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse
- hh factors that cause risks and those that ensure safe and effective care for individuals
- ii how to recognise; and what the signs and symptoms of danger, harm and abuse may be generally, and specifically for the individuals with whom you work
- jj correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed, how to record and report incidents and disclosures
- kk the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- ll the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- mm how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting

## **H4 17 Assess Individual Needs and Preferences**

Note: this has Unit is imported from Health and Social Care Unit HSC414.

### **Overview of Unit**

For this Unit, you will be expected to work with individuals and key people to assess the individuals' needs and preferences, monitor changes and evaluate the implications of changes on the individuals' support needs.

### **Performance Criteria**

You need to show that:

- 1 you access and review relevant information, records and assessments about the needs and preferences of individuals
- 2 you identify and access any extra support needed to enable individuals to be fully involved in, and to communicate their needs and preferences
- 3 you access and provide information for individuals and key people in a format and language that enables them to:
  - 4 assess their needs
  - 5 make informed decisions about their preferences for the care and support they will receive
  - 6 use the appropriate procedures to challenge any aspect of the care needs assessment
  - 7 you identify and agree with individuals, key people and others within and outside your organisation, the services you and your organisation can deliver
  - 8 you identify the issues that need to be included in the care needs assessment, ensuring that it provides for the active support of individuals and covers their short, medium and long term needs
  - 9 you carry out individualised and comprehensive care needs assessments which actively involve individuals, key people and others
  - 10 you highlight any areas of conflict, and agree, where possible, ways to resolve these
  - 11 you use evidence based reporting and recording to document:
    - ◆ your actions and decisions
    - ◆ how the outcomes from the assessments were received and understood
    - ◆ how conflicts and issues were resolved and/or whether they still remain unresolved
    - ◆ the agreed outcomes from the individuals' care needs assessment for the individual in ways, and at a level that can be understood by all who need and have a right to access the records and reports, within confidentiality agreements and according to legal and organisational requirements
  - 12 you establish procedures and systems to enable staff, individuals and key people to report changes to care needs, circumstances and preferences of individuals

- 13 you ensure that staff are provided, in writing, with relevant care needs assessment information to support their work activities
- 14 you ensure that individuals and key people are provided with care needs assessment information in format and language which they can understand
- 15 you support individuals and key people to understand the care needs assessment and the implications of this for the services your organisation will be providing
- 16 you ensure that staff, individuals and key people are aware of and understand how to provide feedback on any changes to the care needs and preferences of individuals
- 17 you support staff, individuals and key people to identify, monitor, communicate and report any changes in the individuals' care needs
- 18 you evaluate the implications and take appropriate action to deal with information about changes to individuals' care needs
- 19 you collate and evaluate all the information received about changes in individuals' care needs, circumstances and preferences
- 20 you discuss any changes to the care needs assessment with relevant staff within and outside your organisation, within confidentiality agreements and according to legal and organisational requirements
- 21 you support individuals and key people to identify and communicate aspects of the original care needs assessment that should remain the same and those that should be changed
- 22 you identify and agree with individuals, key people and staff within and outside your organisation how the care needs assessment should be revised
- 23 where necessary, you carry out a re-assessment of the individual's care needs and preferences
- 24 you revise and/or develop a new care needs assessment to meet the changing needs, circumstances and preferences of individuals and key people
- 25 you use evidence based reporting and recording to document:
- 26 the revised or re-assessed care needs that are the rationale for the changes
- 27 how the revised/re-assessed needs were received and understood
- 28 how conflicts and issues were resolved and/or whether they still remain unresolved in ways and at a level that can be understood by all who need and have a right to access the records and reports, within confidentiality agreements and according to legal and organisational requirements

### ***Knowledge and understanding***

You need to know, understand and can apply in practice:

- a legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when assessing individual needs and preferences
- b knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:

- c place the individuals' preferences and best interests at the centre of everything you do
- d provide active support for the individuals
- e recognise the uniqueness of individuals and their circumstances
- f empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks when assessing individual needs and preferences
- g how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when assessing the individuals' needs and preferences
- h how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when assessing individual needs and preferences
- i the ways that health and social care values may differ from those of the individuals and key people you are working with
- j how to form relationships that promote the individuals' rights, choices and well-being
- k codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when assessing individual needs and preferences
- l current local, UK and European legislation and organisational requirements, procedures and practices for:
  - ◆ data protection
  - ◆ health and safety
  - ◆ risk assessment and management
  - ◆ employment practices
  - ◆ protecting individuals from danger, harm and abuse
  - ◆ making and dealing with complaints and whistle blowing
  - ◆ multi-disciplinary and multi-agency working
  - ◆ working in integrated ways to promote the individual's well-being
  - ◆ care needs assessment and review
- m key government initiatives which affect the assessment of individual needs and circumstances
- n how to access, evaluate and influence organisational and workplace policies, procedures and systems for assessing individual needs and preferences
- o how to access and record information, decisions and judgements when assessing individual needs and preferences, electronically and manually
- p how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when assessing individual needs and preferences
- q the resources available within and outside your organisation to provide health and care services that are flexible and person-centred
- r policies, procedures, guidance and protocols with the other organisations and professions with whom you work

- s how and where to access literature, information and support to inform your practice when assessing and reviewing individual needs and preferences
- t an up-to-date knowledge of:
  - ◆ literature related to best practice in care needs assessment and review
  - ◆ government reports, inquiries and research relevant to care needs assessment and review
  - ◆ government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- u theories of:
  - ◆ facilitating empowerment and participation of individuals and key people in care needs assessment and review
  - ◆ the role of family and social support networks in meeting individuals' needs
  - ◆ how social and economic circumstances may impact on individuals' social care, well-being and life chances
- v human resource management in relation to care needs assessment and review
- w human growth and development
- x managing loss and change
- y how stress can affect behaviour
- z how power and influence can be used and abused when carrying out care needs assessments
- aa multi-disciplinary and multi-organisational working
- bb knowledge of the physical, emotional and health conditions of the individuals for whom you are carrying out the assessment and how to use this information to make informed decisions for care needs assessment and reviews
- cc how to analyse, balance and interpret:
- dd individual needs and preferences
- ee views of key people
- ff evidence, knowledge and practice based information
- gg knowledge of individuals' conditions to enable you to assess individuals' needs and preferences, fairly and ethically
- hh methods of supporting individuals and key people to:
  - ◆ express their wishes, needs and preferences
  - ◆ understand and take responsibility for promoting their own health and well-being
  - ◆ identify how their care needs should be met
- ii assess and manage risks to their health and well-being
- jj methods of:
  - ◆ assessment and review
  - ◆ observing and assessing individual needs, circumstances and preferences
  - ◆ identifying, agreeing and monitoring outcomes
  - ◆ communicating in ways that facilitate the empowerment and participation of individuals



- ◆ providing accurate and accessible feedback on assessments
  - ◆ identifying, managing and working with risk
- kk the use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence

## **H4 18 Produce, Evaluate and Amend Service Delivery Plans to Meet Individual Needs and Preferences**

Note: this Unit is imported from Health and Social Care HSC415.

### **Overview of Unit**

This Unit sits within the Housing Support Services Theme.

For this Unit, you will be expected to develop, agree, monitor and evaluate service delivery plans for individuals requiring Health and Care services.

### ***Performance Criteria***

You need to show that:

- 1 you review relevant documents and other information to identify the assessed needs of individuals, including any specialist needs and communication requirements
- 2 you support individuals and key people to identify the individual's needs and preferences about the way the Health and Care services should be provided, taking account of the individual's chosen life style
- 3 you support individuals and key people to identify any implications and risks involved in responding to their preferences and provide active support to enable them to maximise their potential and maintain their independence
- 4 you work with individuals and key people to develop an agreed service delivery plan that:
- 5 identifies the areas of health and care that will be provided by the individuals family, friends and personal networks
- 6 identifies areas of health and care that will be provided by you and people within and outside your organisation
- 7 details actions to be taken by people within and outside your organisation to meet assessed needs and preferences of and outcomes for individuals
- 8 identifies areas of flexibility and active support to enable individuals to maximise their potential and maintain their independence
- 9 establishes individualised procedures for individuals about managing risks
- 10 identifies procedures and practices for monitoring and reviewing the plan with individuals and key people
- 11 you produce service delivery plans in a format and language:
- 12 appropriate to the complexity of the service to be provided
- 13 that is understandable and useable by all who are required to access and use them
- 14 you check the detail of the plan with individuals and key people, recording and making necessary changes to meet agreed needs, preferences and outcomes
- 15 you acquire necessary signatures when the final plan has been agreed
- 16 you ensure that the plan is held by individuals unless there are clear and recorded reasons not to do so

- 17 you establish procedures and practices to enable individuals, key people and others providing services to monitor and provide feedback on changes to individuals' needs, preferences and outcomes
- 18 you ensure that individuals and key people who can and should provide feedback on changes to the individual needs, preferences and outcomes are aware of and able to use feedback procedures and practices effectively
- 19 you collate and evaluate feedback from all sources
- 20 you seek other information and advice on the implications of any changes to service delivery plans for the individuals
- 21 you support individuals and key people to identify and agree changes that need to be made to service delivery plans to meet the individual's changing needs, preference and outcomes
- 22 you record and report on changes and proposed changes to relevant individuals and organisations within confidentiality agreements and according to legal and organisational requirements
- 23 you identify legal and organisational requirements for the review of the service delivery plans
- 24 you support individuals and key people to understand and be able to use the processes and procedures set in place to review and amend service delivery plans
- 25 you ensure that those within and outside your organisation are aware of their roles and responsibilities in reviewing individual service delivery plans
- 26 you support individuals, key people and those within and outside your organisation to identify:
  - 27 the strengths of service delivery plans in meeting the individual's needs and preferences
  - 28 parts of the service delivery plan that could be strengthened
  - 29 changes that need to be made
- 30 you collate and evaluate all relevant information to identify amendments needed to service delivery plans
- 31 you identify and agree changes to service delivery plans with individuals, key people and relevant people within and outside your organisation
- 32 you check the detail of the revised plan with individuals and key people and relevant people within and outside your organisation
- 33 you acquire necessary signatures when the revised plan has been agreed and provide a copy to the appropriate individuals, key people and others
- 34 you support individuals and key people to understand:
  - 35 when changes to the service delivery plan will be made
  - 36 how they will affect the health and care services they receive

## ***Knowledge and understanding***

You need to know and understand:

- a legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, monitoring and reviewing service delivery plans
- b knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  - ◆ place the individuals' preferences and best interests at the centre of everything you do
  - ◆ provide active support for the individuals
  - ◆ recognise the uniqueness of individuals and their circumstances
  - ◆ empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks when developing, monitoring and reviewing service delivery plans
- c how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when developing, monitoring and reviewing service delivery plans
- d how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory
- e the ways that health and social care values may differ from those of the individuals and key people you are working with
- f codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing, monitoring and reviewing service delivery plans
- g current local, UK and European legislation and organisational requirements, procedures and practices for:
  - ◆ data protection
  - ◆ health and safety
  - ◆ risk assessment and management
  - ◆ employment practices
  - ◆ protecting individuals from danger, harm and abuse
- h your responsibility for keeping yourself, individuals and others safe
- i making and dealing with complaints and whistle blowing
- j multi-disciplinary and multi-agency working
- k working in integrated ways to promote the individual's well-being
- l developing, monitoring and reviewing service delivery plans
- m key government initiatives which affect the development and review of service delivery plans to meet individual needs, preferences and circumstances
- n how to access, evaluate and influence organisational and workplace policies, procedures and systems for developing, monitoring and reviewing service delivery plans

- o how to access and record information, decisions and judgements for service delivery plans
- p how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when developing, monitoring and reviewing service delivery plans
- q the resources available within and outside your organisation to develop service delivery plans that are flexible and person-centred
- r how and where to access literature, information and support to inform your practice when developing, monitoring and reviewing service delivery plans
- s an up-to-date knowledge of:
  - ◆ literature related to best practice in the development, monitoring and review of service delivery plans
  - ◆ government reports, inquiries and research relevant to the development, monitoring and review of service delivery plans
  - ◆ government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- t theories of:
  - ◆ facilitating empowerment and participation of individuals and key people in the development, monitoring and reviewing of service delivery plans
  - ◆ the role of family and social support networks in meeting individuals' needs
  - ◆ how social and economic circumstances may impact on individuals' social care, well-being and life chances
  - ◆ human resource management in relation to the development, monitoring and reviewing of service delivery plans
  - ◆ human growth and development
  - ◆ managing loss and change
- u how stress can affect behaviour
- v how power and influence can be used and abused when developing, monitoring and reviewing service delivery plans
- w multi-disciplinary and multi-organisational working
- x knowledge of the physical, emotional and health conditions of the individuals for whom you are developing, monitoring and reviewing service delivery plans and how to use this information to make informed decisions for the content of the service delivery plans
- y the factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities
- z how to analyse, interpret and balance:
  - ◆ individual needs and preferences
  - ◆ views of key people
  - ◆ evidence, knowledge and practice based information
  - ◆ knowledge of individuals' conditions

- ◆ resources and capacity within your organisation to enable you to assess individuals' needs and preferences, fairly and ethically
- aa methods of supporting individuals and key people to:
  - ◆ express their wishes, needs and preferences about the delivery of services and facilities
  - ◆ understand and take responsibility for promoting their own health and well-being
  - ◆ identify how their care needs should be met
  - ◆ assess and manage risks to their health and well-being
- bb methods of supporting staff to work with individuals, key people and others to implement and evaluate service delivery plans
- cc the stages, procedures, paperwork and people involved in developing, monitoring and reviewing service delivery plans
- dd the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- ee how to work with individuals, key people and others within and outside your organisation to develop, monitor and review service delivery plans to meet the needs, preferences and outcomes of individuals

## **H4 19 Maintain and Manage Records and Reports**

Note: this Unit is imported from Health and Social Care Unit HSC434.

### **Overview of Unit**

For this Unit you need to be able to manage, present and share records and reports. The records and reports relate to your work with or on behalf of service users and for supervision and teamwork.

### **Performance Criteria**

You need to show that:

- 1 you identify legal, organisational and inter-agency policies and protocols for recording and reporting
- 2 you clarify any uncertainties about recording and reporting with your line manager or professional supervisor
- 3 you use recording and reporting procedures, including the use of information and communication technology, to produce records and reports that:
  - 4 reflect best practice
  - 5 are accurate, concise, objective, understandable, legible and accessible
  - 6 promote the participation of service users and others in planning, carrying out and reviewing the effectiveness of provision and services in:
    - ◆ meeting their needs
    - ◆ identifying and exposing gaps in resources and services and unmet need
    - ◆ promoting human growth, development and independent living
    - ◆ countering disadvantage, discrimination and social exclusion
- 7 document conflicts, disagreements, unmet needs and any risks associated with these
- 8 you maintain and update records according to legal, organisational and inter-agency policies and protocols
- 9 you clearly and accurately record:
  - ◆ judgements and decisions
  - ◆ the evidence on which the judgements have been based
  - ◆ where judgement is based on informed opinion
- 10 you record other evidence and reports which:
  - ◆ support your judgements and decisions
  - ◆ conflict with your judgements and decisions
  - ◆ clarify events and decisions
- 11 you check and agree the accuracy of the records and evidence with all concerned in the decision making process, and acquire the appropriate signatures, if required
- 12 you record and report any disagreements and actions taken to resolve these

- 13 you identify legal and organisational requirements for confidentiality, access and security of reports and records
- 14 you balance confidentiality requirements with the need for openness
- 15 you clarify policy and best practice for method of dissemination
- 16 you disseminate records and reports according to legal and organisational requirements and agreements with service users and others
- 17 you store records and reports:
  - ◆ in a way that facilitates retrieval and sharing of information
  - ◆ according to legal and organisational procedures for security.
- 18 you identify:
  - ◆ legal, organisational and inter-agency requirements for the sharing of information, including the need to maintain privacy, confidentiality and security of information
- 19 the criteria for sharing information including:
  - ◆ how the information will be accessed and shared
  - ◆ the frequency with which information will be shared
- 20 feedback and review mechanisms appropriate to the target audience for the information
- 21 you share records and reports with others according to legal, organisational and inter-agency requirements and the criteria set
- 22 you receive, discuss and take action in response to feedback from those who receive your records and/or reports
- 23 you maintain records of:
  - ◆ views on progress or the lack of it
  - ◆ areas of disagreement and conflict
  - ◆ any actions arising from feedback received

### ***Knowledge and understanding***

You need to know and understand:

- a awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b respect for, and the promotion of:
  - ◆ each person as an individual
  - ◆ independence and quality of life for individuals, whilst protecting them from harm
- c dignity and privacy of individuals, families, groups and communities
- d valuing, recognising and respecting the diversity, expertise and experience of individuals, families, groups and communities
- e maintaining the trust and confidence of individuals, families, groups and communities by communicating in an open, accurate and understandable way
- f listening to, respecting, promoting and balancing the views and wishes of individuals, families, groups, communities and other practitioners
- g challenging, through your practice: discrimination, racism, disadvantage and other forms of inequality and injustice



- h local, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to mental health practice and related fields, including multi-disciplinary and multi-organisational practice on accountability and continuing professional development, data protection and confidentiality of information roles, responsibilities, procedures and timetables for recording, report writing, researching, storing, and disseminating information within the organisation and with other relevant organisations
- i mandatory and discretionary destinations for reports and records including agreements between organisations and service users
- j organisational policies, protocols and practices for the security and confidentiality of information and the sharing of information with other agencies
- k relevant theories on multi-disciplinary and multi-organisational reporting and recording and the differential impact of the status and power of professions and organisations
- l methods of and reasons for mediation and complaints procedures, your responsibility in providing information about them and your role and that of individuals, families, groups and communities in accessing and using them
- m best practice guidance on accessible language, evidence supporting professional judgement, recording differences and conflicts of fact and opinion
- n knowledge and utilisation of electronic and information technology systems for recording and report writing
- o methods of:
  - ◆ recording and report writing for different purposes in care practice and evaluation of their effectiveness
  - ◆ involving service users in report writing and recording to promote human growth, development and independent living

In your specific area of practice:

- a reviews of knowledge and practice guidance in relation to records and reports
- b lessons learned from inquiries into serious failure of services and practice guidance from professional and specific policy organisations
- c approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

## **H4 20 Develop Joint Working Agreements and Practices and Review their Effectiveness**

Note: this Unit is the imported from Health and Social Care Unit HSC433.

### **Overview of Unit**

For this Unit you will need to develop and maintain appropriate relationships to enable joint working agreements and practices to be effective.

### ***Performance Criteria***

You need to show that:

- 1 you identify where you and your organisation could work with other departments, agencies and organisations to provide more effective services for individuals and key people
- 2 you identify gaps in experience and expertise within your own organisation and negotiate how these could be filled by people from other departments, agencies and organisations
- 3 you identify areas where the experience and expertise of people from other departments, agencies and organisations could enhance that of staff from your own department, agency or organisation
- 4 you seek, identify and access accurate and up-to-date information about workers, organisations and agencies who can help you and your organisation deliver more effective services
- 5 you identify relevant people and organisations with whom you could collaborate and work jointly to deliver more effective services
- 6 you evaluate and agree with the appropriate people, departments, agencies or organisations the need and purpose for establishing joint working agreements
- 7 you contribute to identifying and agreeing:
  - ◆ contact arrangements
  - ◆ how you will work with other people, departments, agencies and organisations
  - ◆ the roles and responsibilities of all within the joint working agreement, including who should have lead responsibility
  - ◆ the aims and needs of all involved
  - ◆ the arrangements for working with the individuals and key people
  - ◆ the potential opportunities and benefits from joint working agreements and practices
- 8 you ensure that any joint working arrangements comply with legal, regulatory and organisational policies and practices
- 9 you explore any areas of potential conflict and overlap developing strategies, procedures and practices to deal with them
- 10 you agree strategies to maintain the confidentiality and security of information ensuring they comply with:

- ◆ legal and organisational requirements, policies and procedures of the departments, organisations and agencies
  - ◆ any professional and regulatory codes
  - ◆ you share essential information across organisational boundaries:
    - ◆ within agreed protocols
    - ◆ within confidentiality agreements
    - ◆ according to legal and organisational requirements
- 11 you work with all involved to identify how joint working practices will be reviewed, identifying:
- ◆ the criteria to be used
  - ◆ the roles and responsibilities of all involved
  - ◆ the timescales for any review activities
- 12 you contribute to the review of joint working agreements and practices according your role and responsibilities and the agreed criteria and timescales
- 13 you work with all involved within joint working agreements to make adjustments that will improve the effectiveness of, and the outcomes from joint working agreements and practices
- 14 you clarify boundaries, roles and responsibilities for providing health and care services
- 15 you ensure that any work that you agree to undertake complies with:
- ◆ legal and organisational policies and procedures
- 16 communication and language requirements for those with whom you are working and for individuals and key people
- 17 any professional and regulatory codes to which you have to comply
- 18 you contribute to:
- ◆ agreeing activities for team members which makes best use of their individual preferences and abilities
  - ◆ identifying and integrating the skills, values, perspectives and experience of wider team members
  - ◆ setting up and using systems to monitor, review and evaluate the effectiveness of the joint working procedures and practices
  - ◆ ensuring that commitments of team members are realistic
- 19 re-negotiating commitments that are not able to be honoured
- 20 you carry out your allocated and agreed work
- 21 where reviews indicate that changes in working practices would improve the service and/or save resources, you negotiate such changes with all involved

## ***Knowledge and understanding***

You need to know and understand:

- a legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing joint working agreements and practices and reviewing their effectiveness
- b knowledge and practice that underpin the holistic person-centred approach which enable you to establish and work jointly in ways that:
- c place the individual's preferences and best interests at the centre of everything you do
- d provide active support for the individuals
- e recognise the uniqueness of individuals and their circumstances
- f empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
- g how to manage ethical dilemmas and conflicts between the values, principles and views of joint working group members on how individuals and key people should be treated
- h how stereotypical assumptions can affect joint working and ways in which you can minimise your own stereotypical assumptions
- i how differing values and perspectives of other agencies and workers affect the possibilities for joint working
- j the impact of organisational structure and culture upon the policy and practice of inter-agency working
- k how to effectively challenge information, documents, systems, structures, procedures and practices that are discriminatory when establishing joint working agreements and working jointly to provide services
- l regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing joint working agreements and practices and reviewing their effectiveness
- m current local, UK and European legislation and organisational requirements, procedures and practices for:
  - n data protection
  - o health and safety
  - p risk assessment and management
  - q employment practices
  - r protecting individuals from danger, harm and abuse
  - s making and dealing with complaints and whistle blowing
  - t multi-disciplinary and multi-agency working
  - u co-operation, collaboration, and co-ordination of services and service planning between agencies
  - v developing joint working agreements and practices,
  - w key government initiatives which affect the organisational practices when working jointly with other departments, agencies and organisations

- x how to access, evaluate and influence organisational and workplace policies, procedures and systems for joint working
- y how different philosophies, principles, priorities and codes of practice can affect interagency and partnership working
- z policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries of joint work
- aa how and where to access literature, information and support to inform your colleague's practice about joint working
- bb an up-to-date knowledge of:
- cc the literature related to best practice in joint working
- dd government reports, inquiries and research relevant to joint working
- ee government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people when departments, agencies and organisations have been working jointly
- ff theories of:
- gg communication and inter-action required for effective joint working
- hh collaborative working
- ii inter-disciplinary and inter-agency working
- jj conflicts and dilemmas
- kk stress and how it can affect behaviour
- ll power relationships and how these can be used and abused when working jointly
- mm the differences between inter-disciplinary, inter-agency and multidisciplinary and multi-organisational working and how these can affect joint working agreements
- nn methods of working jointly to support individuals and key people to:
- oo express their wishes, needs and preferences
- pp understand and take responsibility for promoting their own health and well-being
- qq identify how their care needs should be met
- rr assessing and managing risks to their health and well-being
- ss the use of evidence based practice to:
- tt justify your actions and decisions
- uu record and report processes and outcomes of your work
- vv how the following factors and others relevant to your area of practice could benefit or hinder joint working including: work practice, aims and objectives, management, decision making and resource allocation processes, statutory requirements for reporting and accountability; differing perceptions of the focus or importance of the work or of individuals' needs
- ww ways of negotiating, gaining agreement for and working within joint working agreements and practices
- xx concepts of co-operation, collaboration, co-ordination and conflict
- yy individuals' styles of inter-action and how these can affect joint working
- zz criteria to be considered when deciding the appropriate level of contact with other departments, agencies and organisations
- aaa why individuals in your own and other organisations need to be informed about changes to established joint working practices

## **H4 21 Recruit and Manage Volunteers in the Housing Sector**

### **Overview of Unit**

This Unit covers the competencies required by all housing workers who are involved in developing strategies, policies and procedures to recruit and manage volunteers.

### ***Performance Criteria***

You must be able to:

- 1 identify suitable opportunities to use volunteers in the organisation in a way which supports the aims of the organisation
- 2 make proposals to colleagues on the purpose and benefits of using volunteers in your organisation
- 3 develop a strategy for recruiting, managing and retaining volunteers
- 4 agree with relevant colleagues and customers how the organisation will recruit, use and manage volunteers
- 5 develop and implement systems and procedures to recruit and manage volunteers in line with statutory and organisational requirements
- 6 identify suitable individuals and priority groups for volunteering
- 7 identify suitable opportunities to develop partnerships with voluntary organisations
- 8 identify the development needs of volunteers and potential volunteers
- 9 ensure that appropriate support and training is available for volunteers and potential volunteers
- 10 develop and maintain effective relationships with volunteers
- 11 regularly review the effectiveness of the volunteer arrangements
- 12 implement and manage improvements to how volunteers are recruited, used and managed

### **Knowledge and understanding**

To be competent, you must know and understand:

- a the reasons for involving volunteers in the organisation
- b how to effectively communicate the objectives of volunteer involvement in the organisation with customers and colleagues
- c statutory and organisational requirements in order to protect the volunteer, customer and organisation
- d how best to recruit, use, manage and retain volunteers
- e the range of recruitment processes for volunteers
- f how to develop strategies, policies and procedures
- g how to set up new arrangements with partner organisations in accordance with organisational procedures
- h the principles and practice of equality and diversity and different cultural and religious requirements
- i how to identify the development needs of volunteers

- j the range of development opportunities which you can offer to volunteers
- k the options and resources available for supporting volunteers
- l how to maintain effective relationships with volunteers
- m methods to review the effectiveness of volunteer arrangements
- n how to implement and manage improvements to how volunteers are recruited, used and managed

# Blank recording forms









**Notes/Comments**

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

**Candidate:**

**Date:**

**Assessor:**

**Date:**

**Internal Verifier:**

**Date:**

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, PCs covered

**Signed by candidate:**

**Date:**

# Observation record

Unit:

Candidate:

Evidence index number:

Date of  
observation:

Skills/activities observed:	PCs covered:

**Knowledge and understanding apparent from this observation:**

**Other Units to which this evidence may contribute:**

**Assessor's comments and feedback to candidate:**

I can confirm the candidate's performance was satisfactory.

**Assessor's  
signature:**

**Date:**

**Candidate's  
signature:**

**Date:**

## Witness testimony

<b>SVQ title and level:</b>	
<b>Candidate's name:</b>	
<b>Evidence index no:</b>	
<b>Index no of other evidence which this testimony relates to (if any):</b>	
<b>Unit/PCs:</b>	
<b>Date of evidence:</b>	
<b>Name of witness:</b>	
<b>Designation/relationship to candidate:</b>	
<b>Details of testimony:</b>	
I can confirm the candidate's evidence is authentic and accurate.	
<b>Signed by witness:</b>	<b>Date:</b>

**Witness** (please tick the appropriate box):

Holds A1/A2 Units or D32/D33 Award

Is familiar with the SVQ standards to which the candidate is working

## Record of questions and candidate's answers

<b>Unit:</b>	<b>PCs/Knowledge and Understanding:</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>