



## Higher National Unit specification

### General information for centres

**Unit title:** Social Care: Housing Support

**Unit code:** F210 34

**Unit purpose:** This Unit is designed to enable candidates to understand the main objectives of current policy and legislative requirements relating to housing support in Scotland. Candidates will also gain knowledge and understanding of the framework of provision and the roles and responsibilities of housing support service providers available to help vulnerable people to live independently in the community.

On completion of this Unit candidates should be able to:

- 1 Describe the political and social agenda of housing support.
- 2 Analyse how client needs and expectations are assessed and met.
- 3 Evaluate opportunities for community integration, social networks and inclusion.

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills, written and/or oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 5, or by the completion of a pre-course interview part of which could take the form of an assignment. The skills to undertake this Unit could also be demonstrated through work related evidence or an employer's reference.

While it is not essential for candidates to have work experience in Housing Support, candidates should have preferably undertaken some real work experience, paid or voluntary, in Housing Support.

**Core Skills:** There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no certification of Core Skills or Core Skill components.

Candidates will have the opportunity to develop the following Core Skills:

#### Communication (all Outcomes)

- ◆ Convey complex ideas in a structured form
- ◆ Demonstrate an ability to describe and analyse complex ideas

## **General information for centres (cont)**

### **Information Technology (all Outcomes)**

- ◆ Use standard applications to obtain, process and present information and data as required

### **Working with Others (all Outcomes)**

- ◆ Taking account of own and others roles and responsibilities in carrying out tasks

### **Problem Solving (all Outcomes)**

- ◆ Critical thinking that encourages candidates to apply an understanding of theories in practice

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** This Unit is assessed through two instruments of assessment: The suggested assessment for Outcome 1 is a report (this could be delivered by oral presentation), while Outcomes 2 and 3 could be assessed through a Case Study of a real situation related to the candidates work environment. In exceptional circumstances, where it is not possible to use a real situation, candidates may be given an alternative case study on which they can answer questions to meet the Evidence Requirements.

## **Higher National Unit specification: statement of standards**

**Unit title:** Social Care: Housing Support

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Describe the political and social agenda of housing support

#### **Knowledge and/or Skills**

- ◆ Legislation, Government Policies and Strategies and guidance of good practice in housing support
- ◆ Legislation on local authorities and housing regulators
- ◆ Housing Support within social services
- ◆ Promoting independent living in a housing support context

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ outline the overarching strategy linking Housing Support and Social Care
- ◆ identify the impact of relevant Acts, Policies and Strategies on Housing Support Services
- ◆ briefly explain the role of Housing Support Services in collaborative initiatives with other agencies such as the Police, Health Service or Community Groups
- ◆ identify the role of Housing Support in enabling the service user to engage with relevant providers and networks

#### **Assessment Guidelines**

The assessment may take the form of a report on ‘The Changing Role of Housing Support Services’.

Evidence should be generated through research undertaken into current legislation, policies and strategies at both a National and Local level.

The report should have a maximum word count of 1000 words, the report could be in the form of a presentation.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Social Care: Housing Support

### **Outcome 2**

Analyse how client needs and expectations are assessed and met

#### **Knowledge and/or Skills**

- ◆ Regulatory bodies' codes of practice
- ◆ Regulatory frameworks
- ◆ Rights and responsibilities of landlords and tenants under relevant legislation
- ◆ Individual client needs and expectations

#### **Evidence Requirements**

Please refer to Outcome 3 for Evidence Requirements.

#### **Assessment Guidelines**

Please refer to Outcome 3 for Assessment Guidelines.

### **Outcome 3**

Evaluate opportunities for community integration, social networks and inclusion

#### **Knowledge and/or Skills**

- ◆ Concept of community integration and inclusion
- ◆ Role of Housing Support in stabilising chaotic lifestyles and sustaining tenancies in relation to relevant legislation, policies and strategies
- ◆ Relationships with potential partner agencies
- ◆ Good practice in Housing Support Services to manage tenancies for community integration, social networks and inclusion

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ outline the rights and responsibilities of at least one client and their landlord, in relation to relevant legislation and the requirements of regulatory bodies
- ◆ assess client needs and expectations for at least one client
- ◆ explain the role of other agencies and/or services involved for at least one client
- ◆ describe methods and strategies available to integrate at least one client into the community
- ◆ develop a Housing Support Plan appropriate to meeting the needs of at least one client
- ◆ evaluate the effectiveness of the Housing Support Plan in providing support services to integrate at least one client into their community

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Social Care: Housing Support

### **Assessment Guidelines**

Evidence for this Outcome should be combined with Outcome 2.

Evidence for this Outcome will take the form of a Case Study of a real individual, or group of individuals, with whom the candidate works.

Evidence will be generated through a Portfolio evidencing a Case Study of an individual, or group of individuals, from the candidate's workplace. In exceptional cases, where it is not possible to use a real example from practice, the candidate may use a given case study to work from which will allow the candidate to meet the Evidence Requirements. This Case Study should reflect as real a situation as possible.

Assessment evidence may be presented as a Portfolio and should be no more than 2000 words

## Administrative Information

**Unit code:** F210 34  
**Unit title:** Social Care: Housing Support  
**Superclass category:** PM  
**Original date of publication:** August 2007  
**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Social Care: Housing Support**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is designed for candidates who have experience within the housing support service or who aspire to a housing support service position, or who wish to develop their understanding of housing support services.

The traditional role of Housing is changing and is becoming more closely linked to Social Care. Recent legislation has placed new responsibilities on landlords to provide a range of services for tenants that support independent living and work towards sustaining housing communities. This Unit has been designed, as an optional Unit, for candidates who may have a Housing Support role and who are undertaking the HNC in Social Care as part of their personal and professional development, or have an interest in working in this sectoral area.

Outcome 1 is designed to develop an understanding of the wider government and regulatory framework within which the Housing Support Services functions. This Outcome may be integrated with Social Policy and Social Services Provision Units from the HNC Social Care programme where the legislative framework is also covered.

Outcomes 2 and 3 provide an opportunity for candidates to apply the knowledge and understanding gained in Outcome 1 in a very practical way and in relation to a real working situation. For this reason, it would be beneficial to deliver Outcome 1 first and follow on with Outcomes 2 and 3.

### **Guidance on the delivery and assessment of this Unit**

This Unit may be studied as an optional Unit in the context of the HNC in Social Care, or may be studied as a stand alone Unit.

To achieve the Outcomes for this Unit, candidates should be given the opportunity to:

- ◆ gather/research information from a variety of primary and secondary sources
- ◆ analyse and present information to meet the required assessment criteria
- ◆ demonstrate evidence of some wider reading on the subject area
- ◆ demonstrate knowledge and understanding of inter-agency collaboration
- ◆ apply an understanding of current legislation, policies and strategies to a workplace situation
- ◆ develop a housing support plan for at least one client
- ◆ evaluate the effectiveness of a housing support plan for at least one client
- ◆ present assessment evidence in an appropriate written or oral form
- ◆ apply an understanding of current legislation, policies and strategies to a workplace situation
- ◆ develop a housing support plan for at least one client
- ◆ evaluate the effectiveness of a housing support plan for at least one client
- ◆ present assessment evidence in an appropriate written or oral form

## Higher National Unit specification: support notes (cont)

### Unit title: Social Care: Housing Support

Candidates will be expected to demonstrate knowledge and understanding of current legislative requirements and the duties of local and central government in relation to housing support in Scotland. Candidates will also be expected to have knowledge of the requirements of regulatory bodies and to demonstrate the application of these requirements to Housing Support Services in Scotland.

Candidates will be expected to demonstrate an understanding of the concepts of Community Development and Sustainability and Independent Living and the role of Housing Support Services in achieving this.

Candidates should undertake research into local government to gather information on:

- ◆ the differences between the role of the traditional Housing Officer and the emerging role of Housing Support Provider
- ◆ local government strategies for community development and sustainability in relation to Housing Support
- ◆ the range of Housing Support Services provided within the local community
- ◆ local government strategies for collaborative working with other agencies
- ◆ examples of good practice in Housing Support

Course tutors should provide appropriate Course textbooks, Course notes and access to appropriate information from the following organisations:

- ◆ Chartered Institute of Housing
- ◆ Scottish Social Services Council
- ◆ Scottish Executive
- ◆ Local Council websites
- ◆ HM Stationery Office
- ◆ Communities Scotland
- ◆ Supporting People Enabling Unit
- ◆ FSHA — National Training Framework Care Management Module — Unit 7

Course tutors may also wish to arrange external visits to appropriate local Council departments or to invite guest speakers from a variety of relevant organisations to input to the Unit.

### Outcome 1

Candidates should be encouraged to develop their understanding of the concept of housing support and examine where the housing support function sits within the organisation structure of the local authority.



## **Higher National Unit specification: support notes (cont)**

### **Unit title: Social Care: Housing Support**

Relevant legislation should be explored with candidates and linked to the housing support function. Candidates should be encouraged to become familiar with current legislation and to link this to the housing support function. An example of current legislation that impacts housing support is the Housing (Scotland) Act 2001, which place specific duties of care on registered social landlords relating to providing a housing support service. Candidates will also be expected to be familiar with regulatory bodies' codes of practice and how they impact provision of housing support. Regulatory bodies researched may be Communities Scotland or the Care Commission. An example of current standards can be found in the Care Commission's National Care Standards and Codes of Practice.

The tutor may approach delivery of Outcome 1 through facilitating the exploration of the concept of housing support to determine candidates' current level of understanding. This could be done through a group activity where candidates are encouraged to illustrate what they think housing support in a social care context means to them through creating a flipchart picture using a variety of different materials. This would encourage discussion around what the housing support service provides and where this service sits within the structures of different housing organisations. For example, in some organisations housing support may be part of the social care function but, in others, housing support may be linked to housing services.

The tutor may develop understanding of current legislative and regulatory frameworks through providing candidates with access to the internet for research purposes. Useful sites for candidates to explore are:

**[www.cih.org/scotland](http://www.cih.org/scotland)**

**[www.scotland.gov.uk/home](http://www.scotland.gov.uk/home)**

**[www.communitiesscotland.gov.uk](http://www.communitiesscotland.gov.uk)**

**[www.sssc.uk.com](http://www.sssc.uk.com)**

**[www.parliament.uk/publications](http://www.parliament.uk/publications)**

**[www.carecommission.com](http://www.carecommission.com)**

**<http://www.opsi.gov.uk/legislation/scotland/acts2003/20030010.htm>**

Key documents that candidates should be encouraged to research are The Housing (Scotland) Act 1987 as amended Housing (Scotland) Act 2001, Human Rights Act 1998 and The Regulation of Care (Scotland) Act 2001. Research into these Acts will highlight the impact that the Right to Buy has had on housing provision and the duties placed on registered social landlords to prioritise the allocation of housing in relation to providing a housing support service. Candidates will be able to explore the concepts of needs testing, priority needs categories and housing support plans.

The tutor should encourage candidates to understand the changes taking place within the housing sector and should highlight current Government agenda and policy such as the Supporting People Programme; Changing Lives Agenda; Codes of Practice and the National Care Standards for Housing Support Services; Is Anyone There ? — Modelling Scotland's Affordable Social Rented Housing to 2012 and beyond and Mind the Gap — Plugging Scotland's Social Housing Need 2004.

The tutor may wish to facilitate a group activity where candidates carry out a PESTLE analysis on Housing Support Services using all of the research data gathered. This would highlight key Political, Economic, Social, Technological, Legal and Environmental factors driving change in the Housing Sector and in the provision of Housing Support Services.

## Higher National Unit specification: support notes (cont)

### Unit title: Social Care: Housing Support

To help candidates understand the impact of legislation and government agenda on housing providers, the tutor should also consider arranging for guest speakers to come and speak to candidates about their role and responsibilities in providing a housing support service to the community. This would give candidates a practical insight into changes that housing organisations are making to comply with legislation and meet government agenda. Speakers may come from the local council housing service or from other private, or charitable, housing organisations.

The tutor should present candidates with guidelines for a written report, or oral presentation which would demonstrate the candidates knowledge and understanding gained from the research. The report, or presentation, should focus on the changing role of housing support services and should highlight key issues for the service.

#### Outcomes 2 and 3:

Outcomes 2 and 3 should be delivered together and should encourage candidates to apply the knowledge and understanding gained through completion of Outcome 1.

The tutor may wish to encourage further research across these Outcomes to allow candidates to explore links to other agencies such as the Police, NHS, Women's Aid, Drug and Alcohol Support and the Benefits Agency. Candidates should explore inter-agency networking arrangements and be able to explain the role of such agencies linked to Housing Support Services.

Again, the tutor may wish to invite guest speaker inputs to facilitate understanding of the practical application and benefits of inter-agency working in providing housing support to service users.

The tutor should assist candidates to build a portfolio of case study evidence, covering both Outcomes, by providing guidelines to the candidates that clarify the evidence that the tutor expects to see in the portfolio. The tutor may wish to provide the candidate with the portfolio folder, divided into sections as follows:

- ◆ Guidelines for submitting required evidence
- ◆ Planning your Portfolio
- ◆ Client(s) Profile and Case Study Background
- ◆ Legislative/Regulatory Standards applying to the Case Study
- ◆ Client(s) Needs Assessment
- ◆ Development of the Client(s) Housing Support Plan
- ◆ Inter-agency roles, responsibilities and relation to Client(s)
- ◆ Diary of Interviews/Meetings with Client(s) and other related agencies
- ◆ Use of good practice
- ◆ Evaluation of Housing Support Plan
- ◆ Candidate learning log and reflective statement

## Higher National Unit specification: support notes (cont)

### Unit title: Social Care: Housing Support

The candidate should be encouraged to use a real case study and to write up this case study as portfolio evidence. It is envisaged that almost all candidates will be able to use a real case study as they will be in an employed position, or will have the opportunity to undertake a work placement as part of the HNC in Social Care. Where a candidate does not have access to a real case study, the tutor may provide a suitable, simulated case study. The tutor may wish to provide candidates with pro-forma template forms in an electronic format, for example, to record the outcomes of meetings or client interviews. This would give candidates a standard format in which to present their evidence. However, where candidates are employed and using a real case study, the tutor may feel it more appropriate to allow the candidate to use forms that have been designed by their employer organisation.

The tutor may wish to use the candidate learning log and reflective statement to help candidate's capture key learning across all three Outcomes and this document may be used as an open and on-going record of learning. The candidate may also use the log to reflect on how this learning may be positively transferred to work situations and as a tool for future reference.

Suggested headings for the Learning Log and Reflective Statement may be:

- ◆ Subject/Topic
- ◆ What I learned — key learning points
- ◆ How will I use this learning in my job?
- ◆ What will I do differently next time?

### *Opportunities for developing Core Skills*

The candidate may have the opportunity to develop Core Skills within this Unit. The production of written reports or written evidence presented in a portfolio format can evidence written communication Core Skills. Where written reports and portfolio evidence are presented in an electronic format, this may evidence elements of Core Skills in Information Technology. Candidates may also be provided with an opportunity to present assessment evidence through oral presentations which can evidence the development of Oral Communication Core Skills. Working with Others and Problem Solving Core Skills may be evidenced through the candidate working with other personnel in the employer organisation, or with other student candidates, to research, analyse and present assessment evidence. Numeracy Core Skills may be evidenced dependent upon the level of numerical information required to meet the assessment criteria.

### Open learning

This Unit would lend itself to a distance learning or blended learning form of delivery. If this type of model is adopted, the tutor would require to manage this effectively to ensure the candidate's assessment evidence is authentic. The case study would require to be supervised by a responsible person from the candidate's organisation and evidence would require to be authenticated through the use of checklists, video or taped evidence or witness testimonies.

For further information on Open Learning arrangements please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA 2000)*.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Social Care: Housing Support

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## General information for candidates

### Unit title: Social Care: Housing Support

This Unit is designed to develop your knowledge and understanding of what Housing Support is and the key roles and responsibilities of Housing Support Service providers under the current legislative and regulatory framework. You will also learn about the range of services that are provided to service users and understand how these services can help service users to sustain tenancies, manage chaotic lifestyles and live independently within the community.

Knowledge and understanding will be developed through tutor supported delivery and independent research that will enable you to explore national, and local government, legislation and strategies that govern the provision of housing support services.

This Unit is intended for candidates who are already working in a Housing Support Service role or who wish to develop their knowledge and understanding of this area of work.

On completion of this Unit you will be able to:

- 1 Describe the political and social agenda of housing support.
- 2 Analyse how client needs and expectations are assessed and met.
- 3 Evaluate opportunities for community integration, social networks and inclusion.

Outcome 1 of this Unit will be assessed through a written report, or oral presentation. You will be expected to produce the written report, or oral presentation, using appropriate software packages. Outcomes 2 and 3 will be assessed together through the use of a case study and you will be required to produce a portfolio of evidence that contains evidence for all of the assessment criteria.

Your tutor may provide you with guidance and standard forms to help you complete the portfolio. However, if you are employed, or in a work placement, your tutor may recommend the use of standard forms designed by your organisation as these may be more appropriate and relevant.

When completing the case study, you will be required to be able to authenticate your portfolio evidence and it may be useful for you to establish someone in your organisation who can act as an authorised signatory for your work.

If you are not employed, or in a work placement, your tutor will provide you with access to a simulated case study, to enable you to meet the assessment criteria.