**XSQA**

# Assessment Guidance for the SVQ in Housing at level 3 (G9FJ 23)

# Contents

# 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**

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; or

♦ being directly responsible for directing and supervising the work of those who are performing the functions  or

♦ providing formal guidance or instruction to Housing staff on the effective performance of the functions covered by the standards which they are assessing; or

♦ 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
♦ 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
♦ 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 Verifier's reports
♦ post Approval visits
♦ hold Certification

**Communication to centres**

SQA uses 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. SQA 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 SVQs

**This section lists the Units which form the SVQ in Housing at level 3 (G9FJ 23).**

To achieve the **Group Award** candidates should complete **three** mandatory Units plus **five** optional Units.

**Mandatory Units**

| SQA Ref | NTO Ref | Title |
| --- | --- | --- |
| F7DC 04 | H3 01 | Promote Safe, Ethical and Sustainable Practice in Your Area of Responsibility |
| DR67 04 | H3 02 | Manage Your Own Resources and Professional Development (MSC A21) |
| F7CE 04 | H3 03 | Develop Relationships With Others to Improve Customer Service in Housing |

**Optional Units Group 1**
Managing Housing and Assets

| SQA Ref | NTO Ref | Title |
| --- | --- | --- |
| F7DM 04 | H3 04 | Respond to Customer Requests for Repairs |
| F7CW 04 | H3 05 | Inspect the Condition of Property |
| F7DB 04 | H3 06 | Organise the Maintenance and Repair of Property |
| F7C2 04 | H3 07 | Allocate Accommodation to Meet Customers' Needs |
| F7DW 04 | H3 08 | Set Up and Manage Tenancy, Licence and Leaseholder Agreement |
| F7DN 04 | H3 09 | Respond to Possible Breaches of Agreement in the Housing Sector |
| F7DR 04 | H3 10 | Sell Property to Customers |
| F7DF 04 | H3 11 | Provide Housing Advice and Guidance to Customers |
| F7D4 04 | H3 12 | Manage Empty Properties |
| F7DE 04 | H3 13 | Provide a Housing Rent Service |
| F7D7 04 | H3 14 | Manage Temporary Accommodation |
| F02S 04 | H3 15 | Deal With Customers by Telephone (ICS 17) |

Developing and Importing Individuals and Communities

| SQA Ref | NTO Ref | Title |
|---------|---------|-------|
| F7CL 04 | H3 16 | Help Customers to Identify and Access Development Opportunities |
| F7C4 04 | H3 17 | Arrange and Conduct Meetings with Customers and Others |
| F7E1 04 | H3 18 | Work with Customers and Groups to Develop the Community |
| F7CC 04 | H3 19 | Develop and Sustain Partnership Working Arrangements |
| F7CB 04 | H3 20 | Develop and Promote Customer Involvement in the Organisation |

Housing Support Services

| SQA Ref | NTO Ref | Title |
|---------|---------|-------|
| F7CG 04 | H3 21 | Develop, Implement and Review Support Plans with Individuals |
| F7DY 04 | H3 22 | Support Social and Personal Development Needs of Individuals |
| F7CN 04 | H3 23 | Help Customers to Move and Settle into New Living Environments |
| DK40 04 | H3 24 | Contribute to Assessing and Act Upon Risk of Danger, Harm and Abuse (HSC 395) |
| F7E5 04 | H3 25 | Work within Appropriate Boundaries with Customers |
| B6VN 04 | H3 26 | Enable Individuals to Maintain Contacts in Potentially Isolating Situations (SFJ GB5) |
| F7DG 04 | H3 27 | Provide Support to Customers to Reduce the Risk of Homelessness |

# Mandatory Units

# H3 01 Promote Safe, Ethical and Sustainable Practice in Your Area of Responsibility

**Overview of Unit**

This Unit is about how you work with colleagues and customers in a way which promotes equality and diversity. It is also about ensuring that your workplace and the practices of you and your colleagues are safe and sustainable

*Performance evidence*

You must show you are able to:

1   demonstrate respect for the views, choices, wishes, and privacy of others
2   provide up-to-date information, appropriate explanations and support to enable individuals to understand their rights and responsibilities
3   promote equal opportunities in your area of work, and challenge discriminatory practice in a way that will solve the problem
4   develop and maintain productive working relationships with others which promote goodwill and trust
5   assess any risks to your personal safety and security associated with the work and take appropriate measures to minimise these risks
6   carry out your work in accordance with prescribed codes of conduct, ethical standards and recognised good practice
7   recognise and respond appropriately to circumstances which create a conflict of interests or affect your objectivity
8   ensure confidentiality of information in line with legal and organisational requirements
9   identify your personal responsibilities and liabilities under health and safety legislation and your organisation's own health and safety policy
10  make use of specialist expertise in relation to health and safety issues
11  ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and take prompt and effective action to eliminate or control identified hazards and risks
12  carry out work in a manner which minimises environmental damage

### *Knowledge and Understanding*

To be competent, you must know and understand:

a   legal and organisational requirements on equality, diversity, and discrimination
b   the values, ethical roots, beliefs, faith, cultural conventions, perceptions and expectations of the people you are dealing with
c   legal requirements and organisational processes covering data protection, confidentiality and sharing of information
d   why it is important to present a positive personal and professional image when dealing with people, and how this can be achieved
e   how to work with, and resolve conflicts that you are likely to meet
f   how to enable effective communication and ensure that the views and preferences of others are heard and taken account of
g   any relevant ethical standards or codes of practice that cover your area of work
h   the importance of complying with recognised good practice
i   the range of potential conflicts of interest that you may encounter and the action required to manage these
j   relevant legislation and policies covering health and safety
k   how to assess and manage risk
l   the extent and limits of your own competence and expertise and the importance of not working beyond these
m   organisational policies and legislation covering the use and disposal of equipment and materials in a safe and sustainable way

## Unit H3 02 Manage Your Own Resources and Professional Development

Note — this Unit is imported from MSC Unit A2.

**Overview of Unit**

This Unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.
You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.
Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this Unit.

### *Performance evidence*

You must be able to:

1 evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation
2 consider your values and your career and personal goals and identify information which is relevant to your work role and professional development
3 discuss and agree personal work objectives with those you report to and how you will measure progress
4 identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities
5 identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills
6 discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals
7 undertake the activities identified in your development plan and evaluate their contribution to your performance
8 review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes
9 get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback
10 ensure that your performance consistently meets or goes beyond agreed requirements

*Behaviours which underpin effective performance*

1   you address multiple demands without losing focus or energy
2   you recognise changes in circumstances promptly and adjust plans and activities accordingly
3   you prioritise objectives and plan work to make best use of time and resources
4   you take personal responsibility for making things happen
5   you take pride in delivering high quality work
6   you show an awareness of your own values, motivations and emotions
7   you agree achievable objectives for yourself and give a consistent and reliable performance
8   you recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations
9   you make best use of available resources and proactively seek new sources of support when necessary
10  you reflect regularly on your own experiences and use these to inform future action

## Knowledge and understanding

*General knowledge and understanding*

You need to know and understand the following:

a   the principles which underpin professional development
b   the importance of considering your values and career and personal goals and how to relate them to your job role and professional development
c   how to evaluate the current requirements of a work role and how the requirements may evolve in the future
d   how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
e   how to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
f   what an effective development plan should contain and the length of time that it should cover
g   the range of different learning style(s) and how to identify the style(s) which work(s) best for you
h   the type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills
i   how to identify whether/how development activities have contributed to your performance
j   how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
k   how to monitor the quality of your work and your progress against requirements and plans

l   how to evaluate your performance against the requirements of your work role

m   how to identify and use good sources of feedback on your performance

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

n   industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development

***Context specific knowledge and understanding***

o   the requirements of your work-role including the limits of your responsibilities

p   the vision and objectives of your organisation

q   your own values and career and personal goals

r   your personal work objectives

s   your preferred learning style(s)

t   your current knowledge, understanding and skills

u   identified gaps in your current knowledge, understanding and skills

v   your personal development plan

w   available development opportunities and resources in your organisation

x   your organisation's policy and procedures in terms of personal development

y   reporting lines in your organisation

z   possible sources of feedback in your organisation

# 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:
c   health and safety
d   data protection
e   equal opportunities
f   disability discrimination
g   legislation and regulations that affect the way the services you deal with can be delivered to your customers
h   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
i   any contractual agreements that your customers have with your organisation
j   the services of your organisation relevant to your customer service role
k   the guidelines laid down by your organisation that limit what you can do within your job
l   the limits of your own authority and when you need to seek agreement with or permission from others
m   any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
n   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:

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

# Optional Units

# H3 04 Respond to Customer Requests for Repairs

## Overview of Unit

This Unit is for you if you receive and respond to requests for repair work from customers. These requests could be received face-to-face or by telephone. You could be responsible for authorising or commissioning work directly or your responsibility could involve referring requests to appropriate colleagues.

### *Performance Evidence*

You must be able to:

1 take and record the details of customers and their requests
2 question customers in a professional and appropriate manner to determine the nature of their requests
3 handle situations where customers become distressed, abusive or aggressive
4 identify whether the problem is the responsibility of your organisation and/or whether the repair should be charged to the customer
5 refer customers to other appropriate individuals or organisations when you are unable to meet their needs
6 arrange inspection visits, if necessary, to confirm any problems reported by customers
7 advise customers if their requests are not within your organisation's responsibilities
8 arrange for repair work to be carried out, including making appointments if necessary
9 follow your organisation's procedures for commissioning more complex works or those beyond the limits of your authority
10 refer problems which are beyond your authority or responsibility to appropriate staff
11 prioritise urgent repairs or those caused by service failure
12 keep full and accurate records of your decisions and the actions taken
13 carry out actions which are consistent with your organisational and legal requirements

### *Knowledge and Understanding*

To be competent, you must know and understand:

a   your organisation's procedures for handling requests
b   how to communicate, and use questioning effectively
c   methods for critically analysing the information received
d   options for dealing with customers who have needs beyond your own expertise or authority
e   how to handle difficult situations involving customers
f   when you should charge customers for repairs
g   how to deal with repeat requests or service failures

h the need to protect confidential information
i the general layout, and terms used, to describe the features of properties which your organisation manages, and the types of faults which can occur
j the responsibilities of your organisation under service agreements with customers
k the responsibilities of your organisation under relevant legislation and regulations
l other organisations involved in the delivery of services relating to your customers' housing
m circumstances which require emergency action, particularly where there are health and safety risks
n when and how to arrange and organise inspection visits
o how to action repair work
p the need for information to be accurate

# H3 05 Inspect the Condition of Property

**Overview of Unit**

This Unit is for you if you are involved in inspecting the condition of property. This includes inspections made as part of an on-going monitoring programme, at the end of occupancy, or in response to customer requests for repairs.

*Performance evidence*

You must be able to:

1 clearly identify the purpose of your planned inspections
2 produce clear inspection briefs
3 assess any risks to your personal safety and security associated with the inspection and take appropriate steps to minimise these risks
4 confirm the date and time of your inspections with customers and other relevant parties where appropriate
5 collate any documentation required for your inspections
6 inspect the property in accordance with the inspection brief and your organisational procedures
7 identify and record any problems with the condition of property
8 identify the need for specialist inspection where you cannot determine the exact nature of a problem
9 assess the results of the inspection, including expert advice where necessary determine who has responsibility for rectifying the identified problems under any relevant agreements
10 take appropriate action to ensure that problems are rectified
11 keep accurate and complete records

*Knowledge and understanding*

To be competent, you must know and understand:

a the reasons for carrying out property inspections
b the procedures which your organisation has in place for undertaking and recording the results of inspections
c any relevant legal or organisational constraints on inspection
d how to communicate effectively with customers and others
e who, other than customers, should be contacted to arrange inspections
f when it might be appropriate to carry out inspections without prior notice to customers
g the limits of your own capability with regard to inspecting property and when to bring in expert advice
h risk assessment procedures
i how to ensure the health, safety and security of yourself and others
j basic building terms and diagrams
k technical aids for carrying out inspections

l   how to identify problems with the condition of properties

m  the common types of problems which may occur

n   how to assess the results of the inspection

o   the correct actions to take in response to problems

p   your organisation's priorities and timescales for repairs

q   the responsibilities of all relevant parties with respect to the condition of property

# H3 06 Organise the Maintenance and Repair of Property

**Overview of Unit**

This Unit covers the competencies required to organise the maintenance and repair of property. The Unit applies to both planned maintenance and contingency work.

*Performance Criteria*

You must be able to:

1   obtain all necessary background information concerning the work, including inspection reports, and identify the nature and scale of the work to be done
2   determine who has responsibility under the agreement for carrying out the work
3   contact the relevant person or specialist when the required action is outside your responsibility
4   liaise with relevant people to identify any safety and security issues
5   work in accordance with your organisational and legislative requirements
6   authorise maintenance and repair work within the limits of your authority
7   liaise with customers and others to arrange a convenient time for work to take place
8   follow organisational procedures for costing maintenance and repair work
9   communicate the programme to the work team clearly and within the appropriate timescales
10  regularly check progress, identify any deviations from the programme and take the appropriate action
11  check that the work has been completed according to the specification, and take the  appropriate action to deal with any problems with the completed work
12  sign off the work when it has been completed in accordance with requirements
13  keep records which are clear and accurate

### *Knowledge and Understanding*

To be competent, you must know and understand:

1 your organisation's procedures and priorities for setting up programmes of work
2 how to communicate effectively
3 how to identify the nature and scale of work which is required
4 the responsibilities of all relevant parties with respect to the condition of property
5 the factors to be taken into account when prioritising action to carry out work
6 the outline requirements of health and safety in relation to the need for maintenance and repair
7 emergency repairs requiring prompt action to avoid health and safety risks
8 your organisation's procedures for actioning maintenance and repair work
9 your own level of authority or responsibility with respect to initiating work
10 who to refer problems to when they are beyond your authority or responsibility
11 the requirements of any relevant regulations and legislation
12 organisational procedures for checking work
13 he actions available to deal with deviations from programmes of work
14 organisational procedures for signing off work when it has been completed
15 procedures for recording repairs and maintenance

# H3 07 Allocate Accommodation to Meet Customers' Needs

## Overview of Unit

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

### Performance Criteria

You must be able to:

1  deal courteously and fairly with customers, communicate effectively and adjust your approach to take account of different needs
2  ensure that customers understand the applications process, receive the correct forms, and are aware of any support available to complete their application
3  process completed applications in accordance with organisational and legal requirements
4  assess the customer's housing needs and identify the type of housing required
5  identify housing needs which are beyond the remit of your organisation and refer customers to other appropriate agencies
6  contact referees, previous landlords or other key individuals to check information given by the applicant
7  inform customers of their eligibility for housing and their assessment of needs within the time limits laid down in your organisation's procedures
8  identify the type, size and locations of properties available
9  identify customers whose needs match the type, size and location of available properties and in line with your organisational and legal requirements, select those who will be offered accommodation
10 identify reserve applicants in case the first choice refuses the accommodation offered
11 investigate any reasons given for customers not taking up accommodation in order to evaluate potential problems
12 deal with any appeals or complaints against allocation decisions in accordance with your organisational procedures

### Knowledge and Understanding

To be competent, you must know and understand:

a  your organisation's procedures for dealing with applications
b  the methods of communication available to you
c  how to adjust your communication style with customers in order to meet their needs
d  the criteria and procedures underpinning your assessment processes and the timescales over which assessments are made
e  the legal/regulatory requirements relating to applications, assessment and allocation of housing

f   equal opportunities and health and safety procedures which your organisation has in place

g   the need to protect confidentiality

h   procedures for determining housing need and notifying customers of decisions

i   procedures for dealing with, and prioritising, urgent housing need

j   the other organisations and agencies to which customers might be referred, their roles, remits and referral systems

k   the types, sizes and locations of properties

l   the procedures which your organisation has for allocating accommodation

m   your organisation's appeals or complaints procedures with respect to assessment of housing need and allocating accommodation

n   the critical points in your organisation's assessments and how progress can be effectively monitored

o   your organisation's procedures for dealing with refusals of offered accommodation

# H3 08 Set Up and Manage Tenancy, Licence and Leaseholder Agreements

**Overview of Unit**

This Unit is for you if you are responsible for signing up customers to tenancy, licence or leaseholder agreements.

*Performance Criteria*

You must be able to:

1   use correct documentation for the type of occupancy being proposed
2   complete all agreement documentation fully, accurately and in line with organisational procedures
3   enter appropriate data into your organisational management information systems
4   explain the content and requirements of the agreements to customers and ensure that customers understand and agree with the terms and conditions
5   verify the accuracy of information provided by customers
6   ensure that all agreement documentation is signed in accordance with your organisational requirements and distributed to the appropriate people
7   explain your appeals and/or complaints procedures clearly and accurately to the customer
8   identify customers' specific needs for information and support
9   ensure that customers are satisfied with the accommodation, services and facilities provided under their agreements
10  carry out any necessary follow-up actions in line with set procedures
11  take appropriate action to rectify problems identified by customers
12  refer customers appropriately if you are unable to provide further help record the outcomes of all follow-up actions in accordance with your organisational policy and procedures

*Knowledge and Understanding*

To be competent, you must know and understand:

a   how to communicate effectively with customers
b   the need for information to be accurate
c   the procedures and quality assurance systems covering agreements made between your organisation and customers
d   the range of standard agreements in use
e   how to complete the necessary documentation accurately and fully
f   the legal rights and responsibilities of all parties to the agreement
g   who is entitled to receive copies of agreements
h   the need to protect confidentiality
i   the data entry requirements

j the legal conditions under which occupancy conditions can be changed
k your organisation's appeals and/or complaints procedures
l your organisation's procedures for follow up actions
m your organisation's procedures for dealing with problems identified by customers
n relevant procedures and legislation covering the enforcement of tenancy conditions

## H3 09 Respond to Possible Breaches of Agreements in the Housing Sector

**Overview of Unit**

This Unit covers the competencies required by individuals who are responsible for investigating and dealing with possible breaches of agreements.

*Performance Criteria*

You must be able to:

1  follow operational procedures that are in place to minimise and prevent breaches of agreements
2  investigate reports or allegations of possible breaches
3  determine whether the reported behaviour could potentially constitute a breach of agreement
4  collaborate effectively with other organisations or interested parties
5  assess the risk to yourself and others of any investigative activities and take appropriate steps to minimise risk
6  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
7  take steps to corroborate information received from different parties where reports conflict
8  manage situations in line with organisational procedures where customers become abusive or aggressive
9  use information gained through investigations to determine whether or not breaches of conditions have occurred
10  determine the range of options available to your organisation, based on legal and operational constraints
11  ensure that actions are free of discriminatory and unfair bias towards individuals or groups
12  employ the appropriate action to resolve the problem in line with organisational procedures and legal constraints
13  refer to other relevant staff if the decision is beyond your authority
14  keep accurate, legible and complete records of your investigations and actions
15  inform all relevant parties of your decisions and actions in line with your organisational policy and procedures

*Knowledge and Understanding*

To be competent, you must know and understand:

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

c   the rights and responsibilities of customers under agreements
d   how to communicate effectively with the various parties involved in your investigation
e   relevant legislation, particularly in respect of crime, public disorder, antisocial behaviour, health and safety, and fire regulations
f   the risks that can be associated with investigating possible breaches of agreement
g   how to assess and minimise risk to yourself and others
h   which parties are relevant to your investigation
i   the options available to you in dealing with breaches of agreement
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 need for information throughout the investigation and decision making processes to be recorded accurately
n   your role and level of responsibility within the organisation
o   the implications of your actions in terms of efficiency, effectiveness, economy, quality and equality issues

# H3 10 Sell Property to Customers

**Overview of Unit**

This Unit covers the competencies required by individuals who are responsible for the sale of property to customers, particularly where it involves a strong focus on supporting and meeting the needs of customers. Properties for sale could include general sales as well as those which are part of low cost home ownership or shared ownership schemes.

Competencies include those needed to ensure that customers can afford to buy the property and that they fully understand the financial commitment they will be making.

*Performance Criteria*

You must be able to:

1   establish effective communication with customers
2   provide clear and up to date information on the services offered by your organisation to customers wishing to buy
3   provide straightforward and honest advice to customers about the processes, financial commitment and ongoing responsibilities involved in making a property purchase
4   provide customers with relevant information on other organisations and agencies that can offer help and support
5   follow the operational procedures covering property sales and customer service that apply in your organisation
6   use correct documentation for the type of sale being proposed
7   gather accurate information from the customer on their relevant personal circumstances to ensure that buying the property is their best option
8   identify problems with obtaining any required information and take appropriate action to resolve them
9   complete all documentation in line with your organisation's procedures and distribute copies to appropriate people
10  explain the content and requirements of any agreements to customers, and ensure that customers understand and agree with the relevant terms and conditions
11  ensure that all agreement documentation is signed in accordance with your organisational requirements
12  comply with all relevant legislation, codes of practice and organisational guidelines

### *Knowledge and Understanding*

To be competent, you must know and understand:

a   your organisation's procedures for dealing with property sales
b   your organisation's procedures and schemes for low cost home ownership and/or shared ownership
c   the different types of properties for sale and their status, such as freehold
d   your organisation's procedures and schemes for low cost home ownership and/or shared ownership
e   how to adjust your communication style with customers in order to meet their needs
f   the range and needs of potential customers
g   the other organisations and agencies to which customers might be referred, including their roles, remits and referral systems
h   how to verify information provided by customers to ensure they can afford to buy the property
i   what type of information should be requested from customers
j   how the customers' personal circumstances might affect their ability to buy
k   the relevant legislation, codes of practice and organisational guidelines related to property sales
l   equal opportunities policies which your organisation has in place
m   the systems for recording information on sales processes and individual customers
n   the general layout of the property to be sold
o   the common types of problems which may occur

# H3 11 Provide Housing Advice and Guidance to Customers

## Overview of the Unit

This Unit is for you if you are involved in providing housing advice and guidance to customers. This includes advice on rights and responsibilities, directing customers to other sources of support and handling complaints.

### *Performance Criteria*

You must be able to:

1 develop positive relationships with customers
2 communicate in a manner which promotes confidence, goodwill and trust
3 promote and explain the services and support provided by your organisation
4 establish and respond to customers' specific needs, and offer the appropriate level of advice, guidance, and support
5 advise customers of their rights and responsibilities, including their right to complain or appeal
6 ensure that information and guidance provided to customers is accurate and reflects organisational policy
7 explore possible options and actions with customers
8 support customers in making complaints or appeals
9 ensure that your communication with the customer regarding complaints or appeals is conducted in a polite and professional manner
10 record and action complaints and appeals accurately, and in accordance with your organisational procedures and any legal requirements
11 promptly refer requests, complaints or appeals which are outside the limits of your role to colleagues or to other agencies able to help
12 ensure confidentiality of information in line with legal and organisational requirements

### *Knowledge and understanding*

To be competent, you must know and understand:

a the organisational policy on developing and maintaining effective relationships with customers
b the range and needs of customers likely to be encountered
c the range and essential features of services and support available, and how these relate to customer requirements
d how to identify customer needs
e how operational constraints impact on service provision
f the limits of your own responsibilities and the consequences of operating outside these limits
g the communication processes and procedures within your organisation

h   the importance of effective communication and the implications of not communicating effectively

i   the importance of good customer relations, and the consequences of failing to develop and maintain good customer relations

j   why information must be relevant, accurate and up to date

k   the most appropriate manner in which to present or explain information

l   what to do when sufficient information to meet the customers' needs is not immediately available

m   the types of customer requests or complaints that must be referred to colleagues or other agencies

n   the importance of prompt referrals and informing the customer of such action

o   how and why the confidentiality of information should be maintained

p   your organisational complaints and appeals procedures and the consequences of not following procedures

q   why accurate and complete documentation is important, and the possible consequences of incorrect completion

# H3 12 Manage Empty Properties

## Overview of the Unit

This Unit is for you if you are involved in monitoring and managing 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. keep accurate and up to date information to provide operational, management and performance data on empty properties
2. monitor and report on reasons for empty properties
3. take appropriate action to make empty properties secure and safe
4. take appropriate action in response to problems with accessing properties
5. arrange or provide accompanied viewings to empty properties
6. arrange for inspections or repairs in accordance with organisational guidelines
7. identify and record any problems with the condition of property
8. take appropriate action to ensure that problems are rectified
9. ensure that the property meets your organisational standards

## *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. procedures for arranging inspections and repairs
d. the timetable within which property must be available
e. how to ensure the health, safety and security of yourself or others
f. lettings and allocation procedures
g. relevant organisational policies and legislation
h. the responsibilities of all relevant parties with respect to the condition of property
i. how to record the actions taken
j. your organisations' performance targets for managing empty properties
k. why the needs of the local community must be considered
l. the reasons why property must meet minimum standards
m. the limits of your responsibility for this work

# H3 13 Provide a Housing Rent Service

## Overview of Unit

This Unit covers the competencies 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 the tenancies of customers.

### *Performance Criteria*

You must be able to:

1 ensure that rent/service charges are accurate
2 inform customers of their legal responsibility to pay rent and service charges as laid down in their agreements
3 undertake income or benefit checks and advise customers as appropriate
4 offer customers an appropriate method(s) to pay rent and service charges
5 agree and set up method(s) of payment which meet your needs and those of your customers
6 check that customers understand the way in which their rent accounts will operate
7 monitor customer rent accounts in accordance with your organisational and legislative requirements
8 keep up to date records and produce accounting information when required
9 identify accounts which are in arrears according to your organisational requirements
10 administer debt recovery procedures in accordance with organisational and legal requirements
11 record all actions taken to recover 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 organisational procedures for establishing rent accounts
c the implications of the housing benefit system relevant to your customers
d how to communicate effectively with your customers and others
e the range of debt advice services available to customers
f the payment method(s) which can be made available to customers
g your organisational procedures for monitoring rent accounts
h the reasons behind differing frequencies of monitoring

i   how to contribute to the production of accounts
j   the importance of maximising income for the organisation
k   the implications of different rent recovery activities or actions
l   how to identify and respond to accounts which are in arrears
m   your organisational debt recovery procedures
n   the legal process relating to rent arrears
o   the need for all records to be accurate and complete
p   how to use rent accounting and monitoring IT systems
q   the limits of your responsibility for this work
r   how to recognise urgency and prioritise requests

# H3 14 Manage Temporary Accommodation

## Overview of Unit

This Unit is for you if you are involved in obtaining, monitoring and managing temporary accommodation, including 'bed and breakfast' accommodation.
Customers could include families as well as individuals with specific needs.

## *Performance Criteria*

You must be able to:

1 keep accurate and up to date information on available temporary accommodation
2 liaise with landlords and other organisations to organise temporary accommodation for customers
3 assess the suitability and eligibility of customers for temporary accommodation
4 identify and provide suitable temporary accommodation as quickly as possible for eligible customers, taking into account those with priority needs
5 use correct documentation for the temporary tenancy
6 explain your appeals and/or complaints procedures clearly and accurately to the customer
7 provide information and advice to customers to support them with their accommodation needs
8 identify and record any problems with the accommodation or reasonable adjustments needed for customers
9 take appropriate action to ensure that problems are rectified and any reasonable adjustments are made to the accommodation to meet customer needs
10 monitor temporary accommodation to ensure it meets your organisational and statutory standards
11 ensure the provision of 'floating support' for customers with special needs
12 assist in monitoring and controlling the rent costs of temporary accommodation

## *Knowledge and understanding*

To be competent, you must know and understand:

a the procedures which your organisation has in place for monitoring and recording temporary accommodation
b any relevant legal or organisational constraints on allocating temporary accommodation
c how to communicate effectively with customers and others

d   how to assess the suitability of customers for temporary
accommodation

e   how to process and manage temporary tenancies

f   how to ensure the health, safety and security of yourself and others

g   relevant organisational policies and legislation

h   the responsibilities of all relevant parties with respect to the condition of
accommodation

i   the support and accommodation needs of customers

j   your organisations' performance targets for minimising the use of
temporary accommodation

k   the reasons why accommodation must meet minimum standards

l   the limits of your responsibility for this work

m  how to recognise urgency and prioritise requests

n  how to monitor and control the rent costs of temporary accommodation

# H3 15 Deal with Customers by Telephone

Note — this Unit is imported from Customer Service (ICS) Unit 17.

**Overview of Unit**

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

Whilst verbal communication is important, your focus on your customer and the rapport that is formed also depends on your skills with the telephone system and any information you are accessing whilst on the telephone to your customer.

*Performance Criteria*

You must be able to:

1  use the telephone system effectively
2  operate the telephone equipment efficiently and effectively
3  keep your customer regularly informed about your actions when accessing information to provide responses or if they are going to be on hold for a period of time
4  speak clearly and slowly to allow for the possibility that reception on the telephone line may not be perfect
5  adapt your speech to meet the individual needs of your customer
6  control the length of the conversation if the call is costing your customer money
7  ensure that promises to call back are kept
8  plan and make focussed telephone calls to your customer
9  anticipate your customer's expectations and assemble all the information you might need before your conversation with your customer
10  plan the opening part of your conversation with your customer and anticipate their possible responses
11  plan the objective of your call and the way in which you expect the call to end
12  open the conversation positively and establish a rapport with your customer
13  ensure that your customer is aware of the purpose of your call as early as possible
14  respond positively to queries and objections from your customer
15  summarise the outcome of the call and any actions that you or your customer will take as a result
16  listen carefully when collecting information from your customer so that you do not make mistakes or have to keep repeating the question

17 handle incoming calls effectively
18 greet your customer following your organisation's guidelines
19 listen closely to your customer to identify their precise reason for calling and what they are seeking as the outcome of the call
20 identify all the options you have for responding to your customer, weigh up the benefits and drawbacks of each
21 choose the option that is most likely to lead to customer satisfaction within the service offer
22 summarise the outcome of the call and any actions that you or your customer will take as a result
23 select the appropriate information you need to record and store following your organisation's guidelines
24 take a clear message for a colleague if you are unable to deal with some aspect of your customer's expectations
25 put your customer on hold and ensure you cannot be heard if you are discussing action with others or calling a colleague

### *Knowledge and understanding*

To be competent, you must know and understand:

a   the importance of speaking clearly and slowly when dealing with customers by telephone
b   the effects of smiling and other facial expressions that can be detected by somebody listening to you on the telephone
c   the importance of adapting your speech to meet the needs of customers who may find your language or accent hard to understand
d   your organisation's guidelines and procedures for the use of telephone equipment
e   your organisation's guidelines and procedures for what should be said during telephone conversations with customers
f   what details should be included if taking a message for a colleague
g   how to operate the organisation's telephone equipment
h   the importance of keeping your customer informed if they are on hold during a call
i   the importance of not talking over an open telephone
j   your organisation's guidelines for handling abusive calls

# H3 16 Help Customers to Identify and Access Development Opportunities

Customers may include those requiring support in order to access learning or development opportunities as a result of changed circumstances, young people leaving foster and residential care, individuals with sudden and acute illness or disability or whose condition may be expected to deteriorate over time.

## *Performance Criteria*

You must be able to:

a   identify the development needs of existing and potential customers
b   ensure that appropriate, varied, cost-effective and accessible development opportunities are available for customers
c   work with individual customers and groups to provide information and advice about suitable learning, training or development opportunities
d   provide active support and encouragement to enable customers to explore the range of opportunities which are appropriate to their aspirations, talents, support needs, abilities, experience, knowledge and qualifications
e   support customers in understanding relevant information and the requirements of various learning, training or development opportunities
f   help customers to examine the impact that taking up learning, training or development opportunities would make to all aspects of their lives
g   enable customers to access any additional information or support needed to
h   make their decisions
i   support customers in accessing opportunities by ensuring that reasonable adjustments have been made to meet any special needs they may have
j   help customers prepare for learning, training or development opportunities, taking account of any special needs they may have
k   work with individual customers to review their progress and additional support or development needs

## *Knowledge and Understanding*

To be competent, you must know and understand:

a   how the customer's short, medium and long-term goals, needs and circumstances affect their choices, and how to identify additional needs
b   organisational procedures for equality, confidentiality and information sharing when supporting individuals to access development opportunities
c   how to help customers to make and communicate their own decisions about accessing development opportunities

d   how learning, training and development opportunities motivate individuals and promote self confidence, self esteem, sense of identity and independence

e   how you can access, review and evaluate information about development opportunities relevant to the needs and preferences of your customers

f   how to use various questioning styles to ensure clear, focused discussion and establish a common understanding of agreed outcomes and actions

g   the importance of complying with recognised good practice

h   the full range of tools and support mechanisms available to you

i   the range and essential features of available provision and opportunities

j   key government initiatives which promote access to learning and development

k   how and where to access information and support that can inform your practice

l   how to record the work you do using the relevant organisational systems

# H3 17 Arrange and Conduct Meetings with Customers and Others

**Overview of Unit**

This Unit covers the competencies required to arrange and conduct meetings with customers and others, either as individuals or in groups.

*Performance Criteria*

You must be able to:

1 clearly communicate the purpose and objectives of the meeting to the relevant people
2 obtain any necessary information required for the meeting to take place
3 decide on the venue and time which is appropriate to the meeting, and the needs of the participants
4 provide participants with any necessary advance information in a timely fashion
5 have all the necessary information and tools available to achieve the objectives of the meeting
6 agree any revisions to the objectives of the meeting if circumstances indicate a need
7 manage disputes and differences of opinion in ways which minimise offence and maintain respect
8 encourage others to ask questions and seek further clarification where this is necessary
9 ensure that sufficient opportunity is given for contributions to be made by all parties
10 avoid being distracted by issues that are not related to the objectives
11 start punctually, manage the timing of the meeting and close as agreed
12 evaluate the effectiveness of the meeting in meeting its objectives
13 keep accurate, legible and complete records

*Knowledge and Understanding*

To be competent, you must know and understand:

a the reasons why meetings may be necessary and possible alternatives
b how to arrange the meeting and make the best use of time and resources
c the importance of ensuring that attendees receive sufficient notice of, and documentation for, proposed meetings
d how timing, venue, access and facilities may affect participation
e how to set clear objectives for the meeting
f the ways in which different types of information can be used and presented to support informed discussion and decision making
g how to communicate effectively

h   the effect of group dynamics in a meeting, and ways to encourage participation
i   how to manage conflicting opinions in ways which minimise offence and maintain respect
j   the role of expert opinion in guiding decision making
k   the types of tools which may be required during the meeting and how to use them correctly
l   how to use various questioning styles to ensure clear, focused discussion and establish a common understanding of agreed outcomes and actions
m   the need for feedback to participants and those affected by the decisions taken
n   barriers to effective decision making in meetings and how these can be managed
o   the importance of keeping meetings to time
p   organisational and legal requirements, including health and safety considerations
q   the records which must be produced and kept for the meeting

## H3 18 Work with Customers and Groups to Develop the Community

**Overview of Unit**

This Unit covers the competencies required for promoting greater customer involvement in the development and regeneration of the local community.

*Performance Criteria*

You must be able to:

1   establish working relationships with existing community based groups, networks and organisations
2   evaluate current participation and identify opportunities for further activity
3   identify suitable methods of promoting community involvement with customers based on their needs and abilities
4   promote the benefits of greater community involvement
5   encourage customers to become involved in, and support, existing associations and networks
6   identify any barriers preventing customers becoming involved in the community and work with customers to minimise these barriers
7   present customers with realistic options for community involvement
8   support effective links between community organisations
9   manage disputes and/or differences of opinion in ways which minimise offence, maintain respect and provide positive outcomes
10  create and organise community activities which contribute to the regeneration of the community
11  assist customers and others in establishing and managing activities which meet the needs of the community
12  liaise with customers and relevant groups, organisations and agencies to identify the potential for new associations and activities to be developed
13  monitor the outcomes of local activity and use the results to inform future development

*Knowledge and Understanding*

To be competent, you must know and understand:

a   how to communicate and work collaboratively with your customers and other organisations
b   how to identify and agree your organisation's role in establishing new associations and networks
c   operational constraints on the types and levels of support which you can provide

d   organisational policies, procedures, legal requirements and
    arrangements covering any collaborative work undertaken with
    external agencies
e   the range, functions, responsibilities and values of relevant
    organisations and groups operating within the local community
f   the range of opportunities for greater community involvement
g   how to work with other organisations in the setting and achieving of
    targets
h   how to monitor and measure the effectiveness of the support you
    provide
i   the importance of community consultation and methods to achieve this
j   the importance of democratic and participatory practice and what it
    means in community development work
k   the strengths and weaknesses of available consultation methods
l   how to assist with and facilitate consultation with the community
m   the principles and practice of equality and diversity, awareness of
    different cultural and religious requirements
n   methods of establishing and responding to needs, opportunities, rights
    and responsibilities
o   methods and techniques for involving people with different
    perspectives and a variety of support needs
p   the importance of confidentiality and personal safety in the gathering of
    information
q   the importance and value of community groups/networks participating
    in, and taking responsibility for, their own development
r   the value of consensus and agreement in community groups, taking
    account of all group members
s   how to support customers as they become more involved in the
    community
t   the need for customer associations and networks to be self-sustaining
    in the longer term

# H3 19 Develop and Sustain Partnership Working Arrangements

## Overview of Unit

This Unit is for you if you are involved in developing and sustaining partnership working arrangements 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   develop positive relationships with partners
2   communicate in a manner which promotes confidence, professionalism and trust
3   promote and explain the services provided by your organisation
4   ensure that partnership working practices comply with organisational policies and procedures and with any relevant legal and regulatory requirements
5   explain the roles and responsibilities of different individuals and organisations involved in partnership working arrangements
6   share essential information across organisational boundaries within agreed guidelines
7   contribute to the review of the effectiveness of partnership working arrangements
8   identify with others any gaps in provision and practice
9   identify opportunities to work more closely or effectively with other organisations to support gaps in provision and practice
10  share your findings with relevant colleagues

### *Knowledge and understanding*

To be competent, you must know and understand:

a   effective methods of developing positive working relationships with colleagues in other organisations
b   the nature of the sector you are working in and the different roles and responsibilities of relevant organisations
c   the range of existing partnership working arrangements which are relevant to your work
d   how to communicate effectively within your organisation
e   the importance of effective communication and the implications of not communicating effectively
f   any formal and informal agreements in place with relevant organisations

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g   legal and organisational requirements in relation to anti-discriminatory practice, confidentiality and sharing of information in the context of partnership working

h   how and why the confidentiality of information should be maintained

i   how to manage or report conflicts and difficulties that may arise when working with other organisations

j   how differing values and practices or individuals and organisations can affect partnership working arrangements

k   the limits of your own responsibilities and the consequences of operating outside these limits

l   methods to review the effectiveness of partnership working arrangements

m   ways of working in other organisations which could affect existing and potential partnerships

n   when colleagues need to be informed about any difficulties, problems or changes in partnership working arrangements

o   why accurate and complete documentation is important, and the possible consequences of incorrect completion

## H3 20 Develop and Promote Customer Involvement in the Organisation

**Overview of Unit**

This Unit covers the competencies required to develop and promote customer involvement in the organisation to help the organisation meet the needs of its customers.

*Performance Criteria*

You must be able to:

1 evaluate the current participation of customers in the organisation
2 liaise with customers, relevant groups and organisations to identify the potential for customer involvement in the organisation
3 identify, develop and implement ways in which customers can become involved in the organisation
4 identify suitable methods of promoting involvement with customers based on their needs and abilities
5 present customers with realistic options for involvement in the organisation
6 promote to colleagues the benefits of customer involvement in the organisation
7 identify any barriers preventing customers becoming involved in the organisation and work with customers and/or staff to minimise these barriers
8 consult with customers on organisational policies, procedures and plans
9 involve other relevant individuals and organisations to receive customer feedback when it is beyond the scope of your work
10 ensure that customers are kept informed about the opportunities available for customer involvement
11 monitor the outcomes of customer involvement in the organisation and use results of research, feedback and performance measurement to inform future activities

*Knowledge and Understanding*

To be competent, you must know and understand

a how to communicate and work collaboratively with your customers and other organisations
b how to identify and agree the role of customers working with your organisation
c organisational policies, procedures, and legal requirements that apply to this area of work
d the range of opportunities for customer involvement
e how to monitor and measure the effectiveness of what you do

f   the importance of consulting with customers and methods to achieve this

g   the importance of democratic and participatory practice

h   the strengths and weaknesses of different consultation methods

i   how to assist with and facilitate consultation with customers

j   the principles and practice of equality and diversity, and awareness of different cultural and religious requirements

k   the importance of confidentiality and personal safety in working with customers and their representatives

l   how to communicate effectively within your organisation

m  the importance of effective communication and the implications of not communicating effectively

n   how to support customers as they become more involved in the organisation

o   how to manage expectations of customers

# H3 21 Develop, Implement and Review Support Plans with Individuals

## Overview of Unit

This Unit is for you if you are involved in developing, implementing and reviewing support plans. Individuals are the customers you are working with to develop, implement and review their support plan.

### *Performance Criteria*

You must be able to:

1 identify and agree the roles and responsibilities of all concerned with the development and delivery of support plans
2 evaluate information about the individual's needs and preferences
3 involve individuals and key people in the development of support plans
4 identify and agree the content of support plans, ensuring that plans meet individual needs and preferences
5 ensure that any risk to individuals is effectively managed
6 provide evidence based records and reports to underpin the support plan
7 support individuals and key people to understand the arrangements for the implementation of the support plan
8 manage customer expectations and provide advice on complaint or appeals procedures
9 monitor and review delivery of the support plan
10 ensure that individuals, key people, and other involved organisations are engaged in the decision making process where possible
11 refer customers to other appropriate colleagues or organisations when you are unable to meet their needs
12 conduct your work within the limits of your authority
13 carry out actions which are consistent with your organisational and legal requirements
14 keep full and accurate records of your decisions and the actions taken

### *Knowledge and Understanding*

To be competent, you must know and understand:

a how the customer's short, medium and long-term goals, needs and circumstances affect their choices
b the legal obligations, standards and codes of practice applicable to the scope of your work
c the roles, responsibilities, accountability and duties of others when developing, implementing and reviewing support plans
d organisational procedures for equality, health and safety, discrimination, rights, confidentiality and information sharing

e   flexible strategies to ensure that customers are, as far as they are able in practical or legal terms, able to make and communicate their own decisions about the support plan and its implementation

f   how to use various questioning and communication methods to ensure clear, focused discussion and establish a common understanding of agreed outcomes and actions

g   ways in which the various physical, emotional and health conditions affect your customers

h   how to manage ethical dilemmas and conflicts when developing, implementing and reviewing support plans

i   how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working

j   the stages, procedures, paperwork and people involved in developing, implementing and reviewing support plans

k   how to form relationships that promote the individual's rights, choices and well-being

l   the ways that your organisational values may differ from those of the individuals and key people you are working with

m   key government initiatives which affect the development and review of support plans in meeting individual needs, preferences and circumstances

n   how and where to access literature, information and support to inform your practice

o   the importance of complying with recognised good practice

p   the full range of tools and support mechanisms available to you

q   factors affecting your organisation's capacity to provide the services and facilities identified in support plans

r   the extent and limits of your own competence and expertise, and the importance of not working beyond these

## H3 22 Support Social and Personal Development Needs of Individuals

**Overview of Unit**

This Unit is for you if you support individuals to acquire, retain and develop skills to manage their lives and environment. Individuals are the customers that you are supporting to acquire, retain and develop skills to manage their lives and environment.

*Performance Criteria*

You must be able to:

1   encourage and support individuals to communicate their needs, preferences and beliefs about the skills they require to manage their personal, social, emotional, and environmental circumstances more effectively
2   work with others to identify and provide active support for individuals engaged in developing new and existing skills
3   work with individuals in ways that positively recognises and builds on their assessed needs, experiences, expertise, and abilities
4   provide up-to-date information, appropriate explanations and support to enable individuals to understand their rights and responsibilities
5   carry out your work in accordance with prescribed codes of conduct and recognised good practice
6   agree appropriate goals with individuals that will enable them to work at their own pace to acquire, regain and retain skills essential to their daily living
7   identify and agree the roles and responsibilities of all involved in the development and delivery of support strategies, and ensure that the arrangements are understood by all parties
8   modify the support programme in circumstances where individuals respond negatively or wish to stop or amend the activity
9   ensure that any risk to individuals is effectively managed
10   provide evidence based records and reports to underpin the support programme
11   set criteria for evaluating the effectiveness of the activity and methods used
12   regularly monitor and review delivery with key people and customers
13   refer customers to other appropriate individuals or organisations when you are unable to meet their needs
14   record and report on actions, processes and outcomes, within confidentiality guidelines and according to legal and organisational requirements

### *Knowledge and Understanding*

To be competent, you must know and understand:

a   the legal obligations and codes of practice applicable to the scope of your work
b   organisational procedures for equality, health and safety, confidentiality and information sharing
c   the roles, responsibilities, accountability and duties of others when developing, implementing and reviewing support programmes
d   how to work in partnership with individuals and other key people both inside and outside your organisation
e   the factors that affect the health, well-being, behaviour, skills, abilities and development of individuals with whom you are working
f   specific audit or monitoring requirements that must be complied with in your area of work
g   how the customer's short, medium and long-term goals, needs and circumstances affect their choices
h   how to set and monitor objectives
i   how to enable effective communication and ensure that the views and preferences of others are heard and taken into account
j   flexible strategies to ensure that customers are, as far as they are able in practical or legal terms, able to make and communicate their own decisions about the support plan and its implementation
k   ways in which the various physical, emotional and health conditions affect the individuals for whom you are developing, implementing and reviewing programmes, and how best to meet their needs
l   how to manage dilemmas and conflicts
m  the importance of complying with recognised good practice
n   risk assessment and management
o   the extent and limits of your own competence and expertise and the importance of not working beyond these

# H3 23 Help Customers to Move and Settle into New Living Environments

**Overview of Unit**

This Unit is for you if you support individuals to move and settle into new living environments. This could include resettling individuals and families from temporary accommodation to permanent homes. It could also include supporting individuals moving from a variety of different settings such as secure environments, armed forces, hospital or drugs rehabilitation centres.

*Performance Criteria*

You must be able to:

1 work with colleagues to secure suitable accommodation for customers
2 provide active support to enable customers and key people to identify and communicate their views and feelings about moving from their current living arrangements into a new living environment
3 plan the stages for the change and identify methods that will enable the move to be undertaken without difficulties
4 provide customers and key people with timely and clear information about all aspects of the change
5 make customers aware of the impact that change in their living environment might have for them and their personal relationships
6 demonstrate respect for the views, choices, wishes, and privacy of others
7 carry out work in accordance with prescribed codes of conduct and recognised good practice
8 ensure that any risk to individuals is effectively managed
9 work with individuals, key people and those within the new environment to plan the move, ensuring that it takes account of the individual's needs and preferences
10 support individuals in adjusting to the new living arrangements
11 monitor positive changes in the individual's well-being and take action to address concerns
12 manage customer expectations and provide advice on complaint or appeals procedures
13 carry out actions which are consistent with your organisational, legal and statutory requirements

*Knowledge and Understanding*

To be competent, you must know and understand:

a how the customer's short, medium and long-term goals, needs and circumstances affect their choices

b   the legal obligations, standards and codes of practice applicable to the scope of your work
c   the roles, responsibilities, accountability and duties of others when organising resettlements
d   organisational procedures for equality, health and safety, confidentiality and information sharing
e   flexible strategies to ensure that customers are, as far as they are able in practical or legal terms, able to make and communicate their own decisions about the resettlement and its implementation
f   how to use various questioning and communication methods to ensure clear, focused discussion and establish a common understanding of agreed outcomes and actions
g   ways in which the different personal circumstances of customers affect the services that are likely to be required, and the approach you need to take
h   how different principles, priorities and codes of practice can affect partnership working
i   the stages, procedures, paperwork and people involved in resettlement to new living environments
j   how to form relationships that promote the individual's rights, choices and well-being
k   the ways that organisational values may differ from those of the individuals and key people you are working with
l   key government initiatives which affect your area of work
m   how and where to access literature, information and support to inform your practice
n   the importance of complying with recognised good practice
o   the full range of tools and support mechanisms available to you
p   factors affecting the capacity of your organisation to always fully meet customer expectations
q   the extent and limits of your own competence and expertise, and the importance of not working beyond these

## H3 24 Contribute to Assessing and Act Upon Risk of Danger, Harm and Abuse

Note — this Unit is imported from Health and Social Care Unit HSC395.

**Overview of Unit**

This Unit is for you if you contribute to assessing and acting on the risk of danger, harm and abuse. This would include acting to minimise and deal with the effects of harm and abuse and supporting individuals to review situations and actions when the risk has passed.

*Performance Criteria*

You need to show that:

1  you identify signs and symptoms of immediate risks of danger, harm and abuse
2  you obtain information on situations and the actions that might lead to danger, harm and abuse for individuals, key people and others
3  you respond appropriately to any disclosures of risks of danger, harm and abuse to individuals, key people and others checking that you have understood the situation correctly
4  you seek support and assistance in situations that are outside your competence to deal with
5  you contribute to assessing risks with individuals, key people and others
6  you develop positive, honest, trusting and sensitive relationships which enable individuals to communicate their fears and knowledge of potential and actual danger, harm and abuse
7  you treat individuals with respect and dignity assuring them that you are available and encouraging, but avoiding pressurising them, to communicate their experiences
8  you respond to individuals in ways that avoid actions and statements that could adversely affect the use of evidence in future investigations and court, and making clear your role and responsibilities for the disclosure of information
9  you complete accurate, timed and dated records and reports, on incidents where there has been risks of danger, harm and abuse to individuals, key people and others:
10 within confidentiality agreements
11 according to legal and organisational requirements
12 avoiding statements that could adversely affect the use of evidence in future
13 investigations and court
14 you take action to deal with:
15 immediate and potential risks that may lead to danger, harm and abuse of individuals,
16 key people and others

17 actions of individuals, key people and others that are dangerous, harmful and/or abusive
18 according to legal and organisational requirements, and your own role and
19 responsibilities within the organisation
20 you request further support and assistance in situations that are outside you expertise, experience and skill and responsibility to deal with
21 you take action to minimise any risks to yourself, individuals, key people and others in the immediate vicinity
22 you take steps to respond to the needs of individuals and others when and if safe to do so
23 you make the environment as safe as possible, removing all dangerous substances and materials and ensuring that any evidence which may be used in an investigation is preserved
24 you check that you understand the situation correctly
25 you respond appropriately to disclosures of possible danger, harm and abuse, avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
26 you support individuals to identify and communicate what they would like to happen about any disclosures, offering them reassurance and support
27 you inform relevant people and organisations according to legal and organisational requirements and procedures, about disclosures
28 you seek support for your personal emotional reactions to the disclosure
29 you complete accurate, timed and dated records and reports, on actions to minimise risks of danger, harm and abuse to individuals, key people and others and where danger, harm and abuse has been disclosed:
30 within confidentiality agreements
31 according to legal and organisational requirements
32 avoiding statements that could adversely affect the use of evidence in future
33 investigations and court
34 you offer appropriate reassurance and support to individuals
35 you interact with individuals in ways that:
36 recognises their needs
37 respects their rights
38 helps them to recognise their responsibilities
39 you reflect upon your own actions and behaviour to evaluate whether they might have contributed to creating situations and dangerous, harmful and abusive behaviour
40 you support individuals to identify the factors that led up to situations and behaviour that was dangerous, harmful or abusive
41 you contribute to supporting those involved in dangerous, harmful or abusive situations and behaviour to:
42 recognise the consequences of their behaviour
43 help them to seek help, advice and assistance

44 take actions that will avoid further dangerous, harmful and abusive situations and behaviour
45 you complete accurate, timed and dated records and reports, on situations and incidents of danger, harm and abuse:
46 within confidentiality agreements
47 according to legal and organisational requirements
48 avoiding statements that could adversely affect the use of evidence in future
49 investigations and court

## *Knowledge and understanding*

a   legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when contributing to the assessment of and actions to deal with the risk of danger, harm and abuse
b   how to provide active support and place the preferences and best interests of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions relating to their protection
c   dilemmas between individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in protecting individuals from danger, harm and abuse
d   stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of danger, harm and abuse to individuals, key people and others both as recipients and perpetrators contributing to assessing and act upon risk of danger, harm and abuse
e   codes of practice and conduct, and standards and guidance relevant to your own role and the roles, responsibilities, accountability and duties of others when protecting individuals from danger, harm and abuse
f   current local, UK and European legislation and organisational requirements, procedures and practices for:
    data protection, including recording, reporting, storage, security and sharing of information, including the reporting of dangerous incidents
g   protecting individuals from danger, harm and abuse
h   actions to take on suspicions of and where there is a risk of danger, harm and abuse
i   health, safety, assessing and managing risks associated with identifying and dealing
j   with the risk of danger, harm and abuse to individuals, key people and others
k   the collection of information for legal purposes
l   investigating incidents of danger, harm and abuse
m   any special provisions relating to the individuals because of their age or conditions
n   working with others to provide integrated services

o  practice and service standards relevant to your work setting and for working and dealing with danger, harm and abuse

p  how to access records and information on the dangerous, abusive and harmful behaviour of individuals and key people and incidents and conditions that might trigger such behaviour

q  the purpose of, and arrangements for your supervision when dealing with dangerous, harmful and abusive incidents and the disclosure of such incidents by individual and key people

r  how and where to access information and support that can inform your practice when contributing to the assessment of, and actions to deal with the risk of danger, harm and abuse

s  government reports, inquiries and research relevant to the protection of individuals, key people and others from danger, harm and abuse

t  theories relevant to the individuals with whom you work, about aspects of human growth and development and how these can affect and be affected by individuals being subjected to danger, harm and abuse

u  the ways in which danger, harm and abuse in the short, medium and long term can affect the well-being of individuals

v  how power and influence can be used and abused by:
yourself and others when supporting people who are in danger of harm and abused and when they have been harmed and abuse others wishing to harm, abuse and exploit individuals

w  how individuals who have been harmed and abused are vulnerable to exploitation and the ways such exploitation can be prevented

x  how people who harm and abuse individuals conceal what is happening

y  how to work in partnership with individuals, key people and those within and outside your organisation to support individuals who you and others suspect are in danger of harm and abuse and for individuals who have been harmed and abused

z  what to do if you suspect or have evidence that the person responsible for harm and abuse is a colleague

aa  how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse

bb  different views on what is harmful, dangerous and abusive and how they relate to your role and tasks

cc  factors that may lead to danger, harm and abuse

dd  signs and symptoms of danger, harm and abuse and the correct actions to take when you suspect that danger, harm and abuse has been disclosed

ee  the effects of being at risk of harm, in danger or abused and their impact on the individuals', other people involved, your own and other's behaviour

ff  how to work, and supporting others to work with individuals who are distressed, fearful and uncertain about what will happen to them

gg  the types of evidence that is valid in investigations and court and how to ensure that your actions and statements do not contaminate evidence or prejudice investigations

hh  the way that supportive relationships can help individuals and other people involved to cope with what has happened to them

ii      how to deal with and the actions to take when individuals and key people disclose abuse

jj      how to contribute to assessing levels of risk and the appropriate action to take to reduce or remove risk

kk      working with, and enabling others to work with individuals whose behaviour is likely to cause, or is causing, risks to themselves or others

ll      working with, and enabling others to work effectively, when there is a crisis that involves potential or actual harm and abuse

mm      carrying out your role within plans to manage the risk or to prevent further danger, harm or abuse

nn      working with others outside your organisation who are involved in any review of the risks or any action that is to be taken

oo      how to reflect upon and evaluate how your behaviour and actions could contribute to incidents of danger, harm and abuse

# H3 25 Work within Appropriate Boundaries with Customers

## Overview of Unit

This Unit is for all those who work directly with customers who may have additional needs, as well as working with their carers and families. Customers with additional needs could include those with mental health needs, learning disabilities, physical disabilities or those needing specialist support. Customers could be of any age and in all settings and situations. The term 'customer' is used in this Unit to denote that the customers concerned are service users/clients rather than other practitioners or others with whom you might have a working relationship.

## *Performance Criteria*

You must show that:

1  you fully explore and acknowledge the customer's and your own expectations and understanding of contact with customers, their family and friends
2  you take the necessary action promptly in situations which require immediate action
3  you establish and maintain a productive dialogue with customers, their family or friends
4  you check the customer's understanding of discussions in a manner which is sensitive and appropriate to their needs
5  you deal with challenging behaviour in a way which is sensitive to the customer, sustains your own role and is within organisational and legislative requirements
6  you clearly outline the purpose and nature of continuing contact and agree this with customers
7  you negotiate the frequency and method of your contact with customers consistent with the your role, organisation and legislative requirements, with customers who are free to make such agreements
8  you provide the level of emotional support sufficient to meet those needs which provide the focus for contact with the customer
9  you actively encourage and support customers in expressing their perspectives, needs, wishes, values and feelings towards yourself and organisation
10 you maintain the level and type of contact appropriate to the customers' needs and that meets agreements made with the customer
11 you clearly and accurately summarise the outcomes of work achieved with customers and significant others, and compare these with original agreements and purposes
12 you offer the customer support to access services provided by other practitioners or organisations

### Knowledge and understanding

You need to know and understand:

a   how customer and situation-specific legislation, guidelines, policies and procedures inform and guide the establishment of a relationship between the customer, the worker and the organisation
b   how the rights and duties within legislation and judicial frameworks influence the sustaining and developing of a relationship between the customer, worker and organisation
c   the limits and boundaries to your duties, responsibilities and power and why it is important to explain these to the customer
d   the customer's rights and how these should inform and influence the formation of a relationship between the customer and yourself
e   why it is important to encourage customers to express their perspectives, values and feelings
f   why it is important to review the initial and any subsequent agreement and outcomes with the customer, and provide customers with positive feedback on their achievements
g   methods of establishing contact which are likely to maximise productive engagement with customers and minimise unproductive intervention
h   how to deal with difficult and challenging behaviour
i   how to sustain and develop working relationships as goals and expectations change
j   how to explore feelings and perceptions which affect the maintenance of a working relationship
k   the potential resources and support systems available in the local community and customers' network
l   complaints and appeals procedures which customers can utilise
m  the ways in which feelings of anger and frustration can be displaced from their original source to those in authority and how you can deal with this eg reflecting back
n   reasons why the customer's initial expectations of the working relationship may not be realised and how you can overcome the customer's feelings of 'being let down'
o   how customers can develop dependency on the relationship, the impact of disengaging in these situations and how you can facilitate the process
p   ways of recognising feelings of anger and loss and helping customers to deal with them constructively
q   how to review working relationships with customers
r   how to evaluate objectives, achievements and shortfalls with customers, families and friends
s   how to empower customers to make effective working relationships in the future

# H3 26 Enable Individuals to Maintain Contacts in Potentially Isolating Situations

Note — this Unit is imported from Skills for Justice Unit GB5.

**Overview of Unit**

This Unit is intended for workers who work with individuals in potentially isolating situations (whether this is physical or social) who require such support.

Individuals may be nearly or actually house-bound, may be receiving long-term care away from their home, may have restrictions placed on their freedom and movement (for example individuals who are detained under the Mental Health Act), or individuals who are isolated by communication differences (by language differences or by a sensory impairment) or through emotional distress. The worker supports the individual in maintaining social contacts by offering encouragement and practical assistance and through obtaining specific information and literature.

The importance of respecting the individual's needs and wishes about maintaining and developing contacts and interests is highlighted. The worker is expected to show an awareness of the boundaries that their role places upon the individual/worker relationship and recognise and deal with tensions that may arise between the rights and interests of the individual and the responsibilities of the worker within the care plan.

*Performance Criteria*

You must be able to:

1. offer sufficient time and opportunity to individuals and encourage them to express their needs for, and interest in, maintaining social contacts
2. encourage and offer appropriate support to individuals who express an interest in contacting or meeting others
3. provide the appropriate support, where the individual has difficulty in communicating, in a manner which maintains the individual's dignity
4. support individuals in maintaining their contacts consistent with their needs and wishes, and through appropriate support and assistance
5. give specific assistance, support and companionship in a manner appropriate to the individuals, their needs, choice, and consistent with the plan of care and your role
6. make appropriate efforts, if the individual appears to be losing interest in areas outside of their immediate environment, to promote their interest in broader areas
7. pass information to an appropriate person without delay when individuals are at risk of losing a sense of purpose or interest
8. offer sufficient time, opportunity and encouragement for individuals to express their needs and wishes for information and assistance

9   encourage individuals to obtain information about services and facilities for themselves and be as self-managing as possible

10  ensure that when an individual asks for assistance, it is of a type and level, and is given in a manner, which is appropriate to them and is consistent with the plan of care

11  discuss potential sources of information with the individual and check them for suitability

12  provide information which is relevant to the individual at the time required and in a suitable format which is likely to be understood

13  ensure that information is current, accurate and checked as being consistent with the individual's request, needs and understanding

14  encourage individuals to give feedback on the information provided and to make further requests

15  take the appropriate action without delay where the information provided produces strong or adverse reactions in the individual

16  explain the problems caused by requests for information or literature which you find unethical and against your personal beliefs and preferences whilst acknowledging the individual's rights

### *Knowledge and understanding*

You must know and understand:

a   why the worker should encourage relationships with others

b   why social contacts are important and why it might be appropriate to encourage and develop them

c   why individual wishes to relate or not to relate to others should be recognised

d   why any attempt to encourage relationships must be within the boundaries of confidentiality and privacy

e   your role and the limits which that role places on the relationship with clients

f   reasons why different approaches and responses may need to be used in supporting clients with communication difficulties

g   the factors which cause clients to become potentially isolated (such as limited mobility, sensory ability or discrimination)

h   how communication difficulties and differences may vary in different settings and at different stages of development

i   methods of encouraging individuals to maintain an interest in, and contact with, the outside world

j   why individuals should be encouraged to be as self managing as possible

k   the importance of matching help given to individual needs of the individual

l   why individuals' wishes must be taken account of even if they do not want to take up available benefits and services

m   the individual's rights to confidentiality regarding the information which they choose to access and how this can be maintained or enhanced

n   your own rights in explaining to the individual that there may be certain information which you are uncomfortable about purchasing (eg

pornography) and the ways in which such conflicts can be handled to the agreement of both involved

o   the different forms which assistance, support and companionship can take

p   sources of information about different services

q   how your views regarding the appropriateness of information and literature may influence the support you give to individuals

r   the likely impact of information upon individuals (eg where the service is no longer available)

s   how communication difficulties and differences may vary in different settings and at different stages of development

t   methods of encouraging the individual to engage in discussion regarding the information and extending the individual's interest beyond their immediate concern

u   methods of recording information in a suitable format for individual's different needs

# H3 27 Provide Support to Customers to Reduce the Risk of Homelessness

**Overview of Unit**

For this Unit you need to support individuals to reduce the risk of them becoming homeless. Support provided could include one-to-one meetings, home visits, mediation and representation as well as directing customers to other organisations.

*Performance Criteria*

You must be able to:

1  identify vulnerable customers at risk of homelessness and assess their housing issues
2  work with customers to enable them to understand their situation
3  provide information, advice and guidance to vulnerable customers to reduce the risk of homelessness
4  work with colleagues and other organisations where you are unable to meet the specific support needs of customers
5  identify mediation or other initiatives necessary to prevent homelessness
6  help customers to find a suitable housing solution
7  monitor the needs of customers and ensure that any risk is effectively managed
8  demonstrate respect for the views, choices and wishes of others
9  provide up-to-date information, appropriate explanations and support to enable customers to understand their rights and responsibilities
10  carry out work in accordance with prescribed codes of conduct and recognised good practice
11  carry out actions which are consistent with your organisational and statutory requirements
12  record and report on actions, processes and outcomes, within confidentiality guidelines and according to organisational and statutory requirements

*Knowledge and Understanding*

To be competent, you must know and understand:

a  how to identify vulnerable customers at risk of homelessness
b  how to assess the support needs of customers
c  the full range of tools and support mechanisms available to you
d  the housing options available to customers
e  how the customer's short, medium and long-term goals, needs and circumstances affect their options
f  the legal obligations, standards and codes of practice applicable to the scope of your work

g   the roles, responsibilities, accountability and duties when preventing homelessness

h   organisational procedures for equality, health and safety, confidentiality and information sharing

i   how to use various questioning and communication methods to ensure clear, focused discussion and establish a common understanding of agreed outcomes and actions

j   ways in which the different personal circumstances of customers affect the services that are likely to be required, and the approach you need to take

k   how to manage dilemmas and conflicts when supporting customers

l   how different principles, priorities and codes of practice can affect partnership working

m  how to form relationships that promote the individual's rights, choices and well-being

n   the ways that organisational values may differ from those of the individuals and key people you are working with

o   key government initiatives which affect your area of work

p   how and where to access literature, information and support to inform your practice

q   the importance of complying with recognised good practice

r   factors affecting the capacity of your organisation to always fully meet customer expectations

s   the extent and limits of your own competence, expertise and authority, and the importance of not working beyond these

# Blank recording forms

# Unit progress record

Qualification and level:

Candidate:

To achieve the whole qualification, you must prove competence in ___ **mandatory** Units and ___ **optional** Units.

**Unit Checklist**

| Mandatory | | | | | | | | | | |
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| **Optional** | | | | | | | | | | |

**Mandatory Units achieved**

| Unit | Assessor's Signature | Date |
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# Index of evidence

**SVQ title and level:**

| Evidence number | Description of evidence | Included in portfolio (Yes/No) If no, state location | Sampled by the IV (initials and date) |
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# Element achievement record

**Unit:**

**Element:**

| Evidence Index No | Description of Evidence | PCs | | | | | | Knowledge and Understanding | | | | | | | | | | | | | | |
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**Unit:**

| Notes/Comments |
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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:                                    Date of
                                              observation:

Evidence index number:

| Skills/activities observed: | PCs covered: |
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| 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

| | |
|---|---|
| **SVQ title and level:** | |
| **Candidate's name:** | |
| **Evidence index no:** | |
| **Index no of other evidence which this testimony relates to (if any):** | |
| **Unit/PCs:** | |
| **Date of evidence:** | |
| **Name of witness:** | |
| **Designation/relationship to candidate:** | |
| **Details of testimony:** | |

I can confirm the candidate's evidence is authentic and accurate.

**Signed by witness:**                                      **Date:**

**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

| Unit: | PCs/Knowledge and Understanding: |
|---|---|
| **Evidence index number:** | |
| **Circumstances of assessment:** | |
| **List of questions and candidate's responses:** | |

| Assessor's signature: | Date: |
|---|---|
| Candidate's signature: | Date: |