



## **Specification**

**IAO Level 4 Certificate in Senior Housing and Property Management**

**Qualification Number: 610/4555/X**

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## Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected

## Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is Version 1. We will inform centres of any changes to this Specification. Centres can keep up to date from visiting our website [www.innovateawarding.org](http://www.innovateawarding.org)

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

## Qualification Summary

<b>Qualification Title</b>	<b>Level 4 Certificate in Senior Housing and Property Management</b>		
<b>Qualification Number (QN)</b>	<b>610/4555/X</b>	<b>RQF Level</b>	<b>4</b>
<b>Operational Start Date</b>	<b>1 September 2024</b>		

<b>Total Qualification Time (TQT)</b>	<b>Guided Learning Hours (GLH)</b>	<b>Qualification Credit Value</b>
195	85	20

### Qualification Objective

The objective of this qualification is to recognise learners' achievements within the housing and property environment. It will develop learners' understanding of the needs of housing/property professionals within the private, affordable and social housing sectors.

### Assessment Requirements

This qualification is part externally and part internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs). The unit titled "Legislation and regulation in the housing and property market" is externally assessed using Multiple Choice Questions (MCQs). All other units are assessed using a Portfolio of Evidence.

### Portfolio of Evidence

The Portfolio of Evidence is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs). The learner is required to complete an Evidence Locator for the internally assessed component.

Evidence sources may include:

- Workplace policies and procedures
- Workplace documents
- Recorded professional discussions
- Feedback
- Video clips

- Observations
- Appraisals
- Meetings and minutes
- Witness testimonies

## **MCQ Exam**

The MCQ exam consists of 40 questions and the learner will have 80 minutes to complete the exam. The pass mark for this exam is 28 marks.

The MCQ exam will take place online via our exam platform, Surpass.

## **Statement of Authenticity**

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them. The Statement of Authenticity is attached to the Evidence Locator. This must be signed by both the learner and their line manager.

# Qualification Structure

## Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
R/651/2597	Legislation and Regulation in the Housing and Property Market	4	3	8
T/651/2598	Policies and Procedures	4	3	8
Y/651/2599	Context of the Business in the Housing and Property Market	4	4	15
J/651/2600	Business Planning and Performance Monitoring	4	5	28
K/651/2601	Customer Service and Stakeholder Relationship Management	4	3	17
L/651/2602	Financial Management	4	2	9

## Target Audience

This competence-based qualification is designed for those people who are involved in **property and housing management** as their primary work activity and are seeking to develop their career in property and housing management.

This qualification was developed in consultation with stakeholders to ensure the content is full and relevant to ensure learners are occupationally competent in the workplace.

There are no formal entry requirements for this qualification.

This qualification is regulated for learners 18 years old and above.

This qualification is suitable for those who work within a number of industries and job roles. It provides learners with an opportunity to demonstrate their competence and knowledge in a wide range of job roles, such as Neighbourhood Housing Manager, Neighbourhood Investment Manager, Property Manager, Voids and Lettings Manager, Assets Manager, Incomes Manager, Resident Involvement Manager, Supported Housing Manager or Leasehold Manager.

## Progression Opportunities

Learners who achieve this qualification could progress into or within employment in a number of business roles and/or continue their study in this or other areas.

Learners who complete this qualification may go on to further study in related areas such as:

- IAO Level 5 Diploma in Executive Housing and Property Management
- IAO Level 5 Diploma in Leadership and Management

## Support Materials

The following support materials are available for this qualification:

- Mock Knowledge Tests – These are shown on QuartzWeb. They can be found under the “Documentation menu”
- Portfolio Evidence Locator – This is shown on QuartzWeb. This can be found under the “Documentation menu”
- Guidance Document for Assessment – This is shown on QuartzWeb. This can be found under the “Documentation menu”

## Funding

For details on eligibility for government funding please refer to:

<https://www.qualifications.education.gov.uk/>

# QUALIFICATION UNITS



**Unit Title:**           **Legislation and Regulation in the Housing and Property Market**  
**Unit Number:**       **R/651/2597**  
**Level:**               **4**  
**Credit Value:**      **3**  
**GLH:**                 **8**

**Unit Aim:** This unit gives the learner knowledge of legislation and regulation in the property and housing market.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the principles and practices of current landlord and tenant law.	1.1 Explain the principles and practices of current landlord and tenant law in England. 1.2 Summarise key issues related to the letting and management of property in the social and private rented sectors. 1.3 Explain the different types of tenancy available in England.
2. Understand the principles and practices of legislation as it applies to governance and court proceedings.	2.1 Summarise the codes of practice and published standards covering the social and private rented sectors. 2.2 Examine the principles and practices of legislation as it applies to governance, court proceedings, contracts, data protection, safeguarding and other relevant areas. 2.3 Explain the basic requirements of a legal contract and the special provisions relating to the English housing sector.
3. Understand legislation and regulations as they apply to housing and property standards.	3.1 List and interpret relevant legislation and regulations as they apply to housing and property standards. 3.2 Explain the main provisions of data protection, safeguarding and other relevant legislation as they apply to housing and property management. 3.3 Explain how reasonable adjustments can be made following the Equality Act 2010 in relation to the housing sector.

<p>4. Understand the required guidance, outcomes and specific expectations of the Regulatory Standards for Social Housing Landlords</p>	<p>4.1 Explain the required guidance, outcomes and specific expectations of the Regulatory Standards for Social Housing Landlords.</p> <p>4.2 Explain the required outcomes and specific expectations of the Consumer Standards.</p>
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**Additional Information**

**Learning Outcome 1**

**Legislation may include:**

- Landlord and Tenant Act 1985 – Including any landlord and tenant rights and responsibilities
- Housing Act 1985 - Grounds for possession for secure tenancies
- Housing Act 1988 - Assured and Assured Shorthold Tenancy grounds for possession and security of tenure. S21 and Section 8 notices for the ASTs
- Housing Act 1996 – Assured Shorthold Tenancies
- The Localism Act 2011 - Flexible and Fixed-Term Tenancies, and local allocations policies
- Equality Act 2010 – Preventing discrimination and complying with legislation to meet customer needs
- The Social Housing (Regulation) Act 2023 – Revised consumer standards, guidelines on treating damp and mould issues as part of Awaab’s Law, professional competence requirements
- The Homelessness Reduction Act 2017 – Provisions relating to prevent and relief duties
- The Anti-Social Behaviour, Crime, and Policing Act 2014 – Statutory interventions, and non-statutory interventions for tackling and preventing ASB

**Principles and Practices of the Landlord and Tenant Act 1985**

- Transparency of landlord identity
- Responsibility for minor repairs lies with tenants
- Tenant’s right to quit environment
- Landlord’s responsibility for repairs in rented properties
- Landlord’s obligations to maintain safe living standards

**Key issues related to the letting of property in the social and private rented sectors may include:**

Social housing sector issues include:

- An acute housing shortage creating long waiting lists
- Increasing levels of overcrowding, increasing damp and mould
- Reduced Government funding
- Increased legislation and regulation around customer voice, health and safety and sustainability – The Social Housing (Regulation) Act 2023 and The Tenancy Standard set by the Regulator of Social Housing as well as the Transparency, Influence, and Accountability Standard
- Welfare reform – Affordability and under-occupation which also impact the private sector
- Tax reform
- Rent arrears
- Anti-social behaviour
- Stigma related to social housing
- Government regulation, standards, legal and business issues – Compliance with Right to Rent checks for private landlords as part of the Immigration Act 2014. Private rented sector issues include:

- High market rents/lack of deposits
- Lack of long-term security/fear of eviction
- Lack of agency/representation
- Rogue landlords
- Poor quality of some homes affecting the wellbeing of tenants
- Potential for rising interest rates
- Slow processes for repossession
- Local Housing Allowance Rates not in line with increased rent prices

**Types of tenancy agreements in the UK may include:**

- Introductory Tenancy - used predominantly by Local Authorities
- Starter tenancy – used predominantly by Housing Associations
- Long Leasehold
- Consider non-Housing Act tenancies:
- Regulated tenancy pre-15<sup>th</sup> January 1989
- Premium lease
- Commercial tenancy

**Learning Outcome 2**

**Examples of relevant codes of practice and published standards may include:**

Social Housing Sector:

- The Regulator of Social Housing - Regulatory Standards (Economic & Consumer)
- The Housing Health and Safety Rating System (HHSRS)
- The National Housing Federation Code of Governance 2020
- The CIH code of conduct and code of ethics

Private Rented Sector:

- RICS Private Rented Sector Code of Practice 07/2015
- The BEIS Domestic Private Rented Property Minimum Standard (2019)

**Policies related to governance, court proceedings, contracts, data protection, safeguarding and other relevant legislation may include:**

- The Social Housing Regulation Act 2023
- Building Safety Act 2022
- Fire Safety Act 2021
- Housing and Regeneration Act 2008
- Data Protection Act 2018
- The Anti-social Behaviour, Crime and Policing Act 2014
- The Localism Act 2011
- Equality Act 2010
- Safeguarding Vulnerable Adults Act 2006
- The Housing Act 1988 (Section 21)
- Human Rights Act 1998
- The Landlord and Tenant Act 1985
- Environmental Health Act 1990
- Health and Safety at Work Act 1974
- The Safe Building Act 2023
- The Fitness for Human Habitation Act 2022
- Supporting Housing Oversight Act 2023

- Renters Reform Bill (repeals Section 21 of the Housing Act 1988, which will abolish 'no fault' evictions)
- Building Safety Act 2022
- The Care Act 2014
- The Right to Buy

**Examples of contracts may include:**

- Tenancy and lease agreements
- Contracts for the purchase/sale of property and agreements for the supply of goods and services

**Special provisions relating to housing/property contracts may include:**

- The Law of Property Act 1925
- The Law of Property (Miscellaneous Provisions) Act 1989, Section 2

### Learning Outcome 3

**Legislation and regulations as they apply to housing standards for rental and sales properties**

Legislation may include:

- Social Housing Regulation Act 2023
- The Housing Acts 1985, 1988, 1996 and 2004
- Defective Premises Act 1972, Landlord and Tenant Act 1985 Environmental Protection Act 1990 Consumer Rights Act 2015
- Deregulation Act 2015
- Housing and Planning Act 2016 Homes (Fitness for Human Habitation) Act 2018
- Safeguarding Vulnerable Groups Act 2006

Regulations may include:

- The Gas Safety (Installation and Use) Regulations 1998
- The Management of Houses in Multiple Occupation (England) Regulations 2006
- The Building Regulations 2010
- The Energy Efficiency (Private Rented Property) (England and Wales) Regulations 2015
- The Electrical Safety Standards in the Private Rented Sector (England) Regulations 2020
- The Housing Health and Safety Rating System (HHSRS)
- The Complaint Handling Code 2024

### Learning Outcome 4

**Regulatory Standards for Landlords**

Economic Standards may include:

- Governance and Financial Viability Standard and Code of Practice
- Rent Standard and Guidance
- Value for Money Standard and Code of Practice

Consumer Standards may include:

- The Safety and Quality Standard
- The Transparency, Influence and Accountability Standard
- The Neighbourhood and Community Standard
- The Tenancy Standard

<b>How does this unit contribute towards behavioural change and professionalism?</b>
<p>By completing this unit learners will develop their knowledge of legislation and regulation within the housing sector which demonstrates behaviours such as professionalism, integrity, and accountability. By developing an understanding of legislation and regulation in a housing context, learners will be able to appreciate why they must operate within the law and published codes of conduct for their sector, and how this drives behaviours and conduct of both individuals and organisations.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>N/A</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>
<p>Mapped to IfATE’s Occupational Map for Senior Housing and Property Management          Mapped to the Government’s Policy Statement, Chapter 3: Relevant Qualifications</p>

**Unit Title:** Policies and Procedures  
**Unit Number:** T/651/2598  
**Level:** 4  
**Credit Value:** 3  
**GLH:** 8

**Unit Aim:** This unit gives the learner knowledge of the principles, policies and practices of the organisation they work for in the housing and property market.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the impact of national policy on an organisation's principles, policies and practices.	1.1 Outline the principles, policies and practices of the organisation. 1.2 Analyse the implications of national policy on the organisation's policies and practices. 1.3 Evaluate how organisational principles and policies impact on the delivery of services and business objectives.
2. Understand key organisational policies and how they relate to safeguarding.	2.1 Outline the key principles of safeguarding. 2.2 Analyse the key features that should be included in a safeguarding policy.
3. Understand the complaints handling policy.	3.1 Examine why a complaints handling policy is required. 3.2 Justify why it is important that the complaints handling policy is accessible.
4. Embed organisational policies in housing organisations.	4.1 Embed organisational policies in housing organisations.

### Additional Information

#### Learning Outcome 1

**Examples of principles, policies and practices may include:**

- Organisational principles and policies provide a framework for all employees to work to in line with company core values
- Organisational values and the impact of organisational culture on performance
- Service Level Agreements with partners and operating within the legislation/regulation requirements (for example Safety Standards, Transparency, Influence and Accountability Standard, Neighbourhood Standard, Tenancy Standard)
- National housing policy that impacts on a housing organisation's practice

## Learning Outcome 2

### Examples of key organisational policies may include:

- Service standards
- Employee conduct
- Allocations or lettings Policy
- Anti-social Behaviour Policy
- Asbestos Management Policy
- Asset Management Policy
- Complaints Policy
- Data Protection Policy
- Equality and Diversity Policy
- Equity Policy
- Estate Management Policy
- Health and Safety Policy
- Leasing Policy
- New Tenant and Tenant Support Policy
- Rent Policy
- Social Media Policy Sustainability Policy
- Whistleblowing Policy
- Risk Policy
- Customer Care Policy
- Employee Code of Conduct
- Safeguarding Policy
- Communication Policy
- Income Management Policy
- Anti-social Behaviour Management Policy

These types of policies will affect the way in which services are designed and delivered.

### Key Principles of Safeguarding may include:

- Empowerment
- Prevention
- Proportionality
- Protection
- Partnership
- Accountability

### Key Features that may be included in a Safeguarding Policy:

- Responsibilities
- Definitions of safeguarding and those who may be at risk
- Types of abuse and neglect
- How the housing management service may be involved in identifying instances of abuse or neglect
- How to respond to instances of abuse and neglect
- How to share information and work with others

### Learning Outcome 3

#### Complaints Handling may include:

- To ensure that all complaints are handled fairly, consistently and wherever possible resolved to the complainant's satisfaction
- Accessibility is essential for reducing the likelihood of abuse
- The role of the Housing Ombudsman in dealing with complaint escalation
- The Complaint Handling Code introduced by the Housing Ombudsman in April 2024, following the Social Housing (Regulation) Act 2023
- Private landlord requirement to be registered with a government redress scheme

### Learning Outcome 4

#### Embedding Policies may include:

- Identification of the need for the policy.
- Determine the aim and content for the policy.
- Explain why the policy was developed.
- Identify who the policy applies to.
- Communicate policies to relevant stakeholders.
- Provide training and development to employees on policies and practices

#### How does this unit contribute towards behavioural change and professionalism?

By completing this unit learners will be able to demonstrate their understanding of both organisational and national policies as well as how they behave as professionals in the workplace and as a housing industry professional. Learners will have the opportunity to evidence how they behave in relation to their organisations' policies and how these impact on customers and stakeholders, as well as organisational objectives and values.

#### Assessment requirements specified by a sector or regulatory body (if appropriate)

N/A

#### Details of the relationship of the unit and relevant national occupational standards

Mapped to IfATE Occupational Map for Senior Housing and Property Management  
 Mapped to the Government's Policy Statement, Chapter 3: Relevant Qualifications



**Unit Title:** Context of the Business in the Housing and Property Market  
**Unit Number:** Y/651/2599  
**Level:** 4  
**Credit Value:** 4  
**GLH:** 15

**Unit Aim:** This unit gives the learner knowledge of the context of the business within the housing and property market.

Learning outcome The learner will	Assessment criteria The learner can
1. Deliver effective services to customers.	1.1 Analyse how the business principles, priorities and values of the organisation impact the nature and delivery of services to customers. 1.2 Manage the direct delivery of housing management services to tenants in an effective manner. 1.3 Manage complaints and provide customer feedback to a range of target audiences in line with organisational policies and procedures. 1.4 Embed organisational policies and procedures relating to effective services to customers.
2. Understand organisational performance management systems.	2.1 Examine the organisational performance management systems. 2.2 Analyse how personal and team objectives relate to the organisation’s operational and strategic plans. 2.3 Analyse the organisational performance management systems and recommend any areas for improvements.
3. Understand the historical context and current trends in the housing/property sector.	3.1 Analyse the historical context and current trends in the housing and property sector and the strategic housing market. 3.2 Examine the impact of external and internal policy decisions on housing markets in own area of work.
4. Understand the strategic value of the social and physical context of the estates/neighbourhoods.	4.1 Analyse the strategic value of the social and physical context of the estates and neighbourhoods. 4.2 Describe the systems used to deliver economic, efficient and effective asset management programmes.

## Additional Information

### Learning Outcome 1

#### **Business principles, priorities and values may include:**

- Fundamental beliefs that provide understanding and guidance to decision-making and practice.
- Generating profit for shareholders
- Differentiation between profit making and non-profit organisations
- Managing social identity alongside commercial business needs
- Resident focus
- Business strategy
- Develop and deliver modern services to meet the needs of diverse customers
- Core ethics that drive behaviour
  - Honesty
  - Reliability
  - Transparency
  - Consistency
  - Efficiency
  - Competency
  - Caring
  - Customer focused

Also see the CIH ethical decision-making model.

Learners should consider how organisational principles, priorities and values impact the way that services are delivered and how their own role contributes.

### Learning Outcome 2

#### **Organisational performance management systems**

These will vary and are generally cascaded down from organisational head(s) such as:

- Translated into appropriate performance objectives
- Monitored and reviewed regularly
- Key Performance Indicators (KPIs)
- Regular appraisals
- Customer and stakeholder feedback
- Auditing and risk management
- Benchmarking against other organisations both on a local and national level
- Regulatory grading for governance and viability by the Regulator of Social Housing

#### **Personal and team objectives and how they relate to the organisational plan may include:**

- Personal/team objectives/KPIs will be specifically set to fulfil the organisational plan
- Values and frameworks
- Review/consider current practice
- Identify what's good, what's not so good. A SWOT analysis can support with this review
- Are there gaps in the process?

- Ideas/thinking outside the box
- Suggest improvements
- A reflective account and evidence of own KPI's and performance review could also support the portfolio for this

### Learning Outcome 3

#### **Examples of historical and current housing market trends may include:**

- Current and emerging trends across the social, affordable, and private sector both locally and nationally
- Influencing factors for changing trends. e.g, ageing population, government policy and politics, housing availability, changes to government subsidies
- The historical development of housing across the social and private sector

#### **Examples of the impact of the impact of external and internal policy decisions may include:**

National, regional organisational policy decisions and their effects, the impacts they have had (negative/positive) on service provision and the role of housing providers.

### Learning Outcome 4

#### **Examples of the strategic value of the social and physical context of the estates/neighbourhoods to the organisation may include:**

How planning and design of neighbourhoods improves community cohesion, safety, and wellbeing.

#### **Examples of systems used to deliver economic, efficient and effective asset management programmes may include:**

- Stakeholder communications including consultation
- Planned and programmed maintenance
- Improvements including retrofitting and sustainability
- Major repairs
- Cyclical (including annual maintenance)
- Day to day (non-urgent) repairs and maintenance
- Legal requirements (gas safety checks annually and electrical installation reports 5 yearly)
- Section 20 consultation for leaseholders
- Energy performance rating and certification
- Planning regulations
- Refurbishments (kitchens/bathrooms/windows/re-wiring/any major works)
- How these are managed/facilitated to deliver value for money
- Output versus input
- Minimising disruption and keeping properties safe and in good condition

<b>How does this unit contribute towards behavioural change and professionalism?</b>
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By completing this unit learners will develop an understanding of how team and individual performance and behaviours impact on customers and the organisation. They will have the opportunity to evidence their ability to manage the delivery of services effectively, including sharing organisational values with the wider team and embedding this into the organisation's culture.
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<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
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N/A
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<b>Details of the relationship of the unit and relevant national occupational standards</b>
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Mapped to IfATE's Occupational Map for Senior Housing and Property Management Mapped to the Government's Policy Statement, Chapter 3: Relevant Qualifications
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**Unit Title:** Business Planning and Performance Monitoring  
**Unit Number:** J/651/2600  
**Level:** 4  
**Credit Value:** 5  
**GLH:** 28

**Unit Aim:** This unit gives the learner knowledge to conduct business planning and monitor performance.

Learning outcome The learner will	Assessment criteria The learner can
1. Undertake data analysis, interrogation, interpretation and dissemination of information.	1.1 Collect, record, analyse and store information that is accurate, sufficient, relevant and in line with the organisation's policies. 1.2 Interrogate, present and share information using a variety of methods. 1.3 Adopt the most appropriate way to communicate relevant information to stakeholders. 1.4 Make effective use of IT equipment and software.
2. Organise and plan work to ensure tasks are completed and deadlines met.	2.1 Outline the business planning process. 2.2 Organise own time and priorities to meet business needs and to complete work on time. 2.3 Embrace changing priorities and work patterns when requirements alter. 2.4 Raise concerns about workload and timescales before crises arise. 2.5 Identify risks and issues including mitigating measures. 2.6 Show continual personal development. 2.7 Explain how continual personal development is kept up to date.
3. Lead, motivate, manage, and develop individuals and teams.	3.1 Demonstrate leadership and management skills to ensure business objectives are met. 3.2 Evaluate own leadership and management skills identifying areas for personal development. 3.3 Adapt your leadership and management styles to suit the team and individuals. 3.4 Gain and maintain trust and respect by working in a confidential, ethical and empathetic manner with a professional attitude. 3.5 Demonstrate how to work independently and effectively without close supervision.

	<p>3.6 Motivate the team and individuals to ensure excellent services are delivered.</p> <p>3.7 Manage and develop individuals and teams to ensure business objectives and values are met.</p>
4. Use a problem solving and flexible approach in day-to-day duties.	<p>4.1 Take ownership for the investigation and analysis of problems to achieve solutions in line with customer standards.</p> <p>4.2 Escalate problems to relevant people and follow through to ensure action has been taken.</p> <p>4.3 Review the outcomes of investigations to determine lessons learnt and identify best practice.</p> <p>4.4 Take timely, flexible and responsive action to address complex issues.</p>
5. Make effective decisions in order to apply the organisation's objectives and priorities.	<p>5.1 Examine procurement options for a range of different contracts.</p> <p>5.2 Make effective strategic and operational decisions in the context of the company's objectives and priorities.</p> <p>5.3 Undertake forward planning to ensure that good practice is captured and fed into future business planning.</p>
6. Make effective use of IT equipment and software.	<p>6.1 Evaluate own ability to use a range of digital equipment and software in line with relevant regulatory policies.</p> <p>6.2 Evaluate the range or digital tools used within own service area.</p>
7. Undertake responsive repairs and planned maintenance.	<p>7.1 Demonstrate effective contract management.</p> <p>7.2 Deal with disputes and unfulfilled commitments.</p> <p>7.3 Administer responsive repairs and planned maintenance taking account of relevant legislation.</p> <p>7.4 Take account of environmental issues and sustainability.</p>
8. Lead and manage a project effectively.	<p>8.1 Demonstrate effective project management skills to drive forward projects to meet timescales and achieve strategic objectives.</p> <p>8.2 Develop effective project management plans.</p> <p>8.3 Present and report on project progress, successes and challenges to the project manager and sponsor.</p> <p>8.4 Evaluate the success of the project.</p>
9. Demonstrate professional values and behaviours.	<p>9.1 Demonstrate how you display the organisation's values and relevant professional standards when dealing with internal and external stakeholders.</p> <p>9.2 Show commitment to change where it will improve services, systems or processes for residents and others.</p> <p>9.3 Show consistent dependability and ownership of the commitments made.</p> <p>9.4 Show inclusivity and collaboration when working with internal and external stakeholders.</p>

	9.5 Show how you empower others to collectively contribute to positive change.
<b>Additional Information</b>	
<p><b>Learning Outcome 1</b></p> <p><b>Organisational policies to consider may include:</b></p> <ul style="list-style-type: none"> <li>• Data Protection policy</li> <li>• Confidentiality policy</li> <li>• Encryption policy</li> <li>• Password policy</li> <li>• Lone working policy</li> <li>• Recruitment policy</li> </ul> <p><b>Examples of presentations may include:</b></p> <ul style="list-style-type: none"> <li>• Giving a talk</li> <li>• Delivering a slideshow</li> <li>• With or without a verbal presentation</li> <li>• Posters</li> <li>• Reports</li> <li>• Webpages</li> <li>• Data presentation</li> </ul> <p><b>Examples of communication methods may include:</b></p> <ul style="list-style-type: none"> <li>• Face-to-face meetings</li> <li>• Emails with/without attachments</li> <li>• Reports</li> <li>• Posters</li> <li>• Leaflets</li> <li>• Social media platforms</li> </ul> <p><b>Examples of adopting the most appropriate way to communicate may include:</b></p> <ul style="list-style-type: none"> <li>• Take account of the stakeholders’ knowledge of the process</li> <li>• Their ability to influence the process through power and/or leadership</li> <li>• Their related interests</li> <li>• Their stance (for or against), any alliances they might have with other stakeholders</li> <li>• Stakeholders’ individual needs and preferences</li> </ul> <p><b>Learning Outcome 2</b></p> <p><b>Examples of planning time and prioritisation using various aids may include:</b></p> <ul style="list-style-type: none"> <li>• Outlook or other time management software</li> <li>• A Gantt chart for planning projects</li> <li>• Using a diary/planner/to do list/wall chart</li> <li>• Applying a model such as Dwight Eisenhower’s Quadrants of Time Management to manage priorities</li> <li>• The Pomodoro technique</li> <li>• Time boxing</li> </ul>	

### Learning Outcome 3

#### **Leadership skills may include:**

- Emotional intelligence
- Relationship building
- Agility and adaptability
- Innovation and creativity
- Employee motivation
- Decision-making
- Conflict management
- Negotiation
- Critical thinking
- Encouraging team building
- Encouraging trust and respect
- Coaching, mentoring and ensuring the wellbeing of staff
- Professionalism
- Accuracy
- Timeliness
- Ethical behaviour
- Being non-judgmental

### Learning Outcome 4

#### **Examples of problem solving may include:**

- Break down problems into their component parts to identify and achieve solutions
- Consult internal organisational customer service standard, customer service charter, or customer service policy
- Escalate or refer issues outside their remit or competency to the appropriate manager
- Diarise or otherwise flag the item that has been escalated to ensure it has been resolved within required timeframes
- Identify any learning that can be applied to similar issues that might occur in the future
- What works well and why, what should be changed and why
- Best practice can be defined as guidelines, ethics or ideas that represent the most effective or prudent course of action in given circumstances

### Learning Outcome 5

#### **Examples of decision-making tools may include:**

- Decision Matrix
- Pareto Analysis
- CIH ethical decision-making model
- Home Office ethical decision making
- Root Cause Analyses
- SWOT Analysis
- Force Field Analysis
- PEST or PESTLE Analysis



### Learning Outcome 6

#### **Examples of regulatory requirements for the use of IT may include:**

- Health and Safety (Display Screen Equipment) Regulations 1972
- The Health and Safety at Work Act 1974
- PUWER 1998
- Data Protection Act 2018

### Learning Outcome 7

#### **Responsive Repairs and planned maintenance may include:**

- A range of procurement methods
- Contractual requirements
- Dealing with disputes and unfulfilled commitments
- The use of performance measures
- Landlords' obligations
- Taking account of environmental issues and sustainability
- Having a clear process in place to prioritise repairs
- Seeking value for money
- Consulting key stakeholders
- Having the right people with the right skills
- An awareness of planning regulations

### Learning Outcome 8

#### **Examples of leading and managing projects may include:**

- Communication
- Leadership
- Organisation
- Negotiation
- Management of team/ time/risk/budget/conflict
- Use of tools/technology (Gantt charts, PERT charts, MS Project)
- Project meetings

#### **Examples of developing project plans may include:**

- Defining and sequencing tasks
- Add durations e.g. Gantt chart
- Dependencies
- Constraints and resources
- Review the plan
- Allocating tasks based on participant strengths and skills
- Collaboration with other teams or external partners
- SMART targets

#### **Examples of presenting and reporting on project progress may include:**

- Constant monitoring to produce regular progress reports
- Feedback on successes and challenges
- Benchmarking

<p><b>Learning Outcome 9</b></p> <p><b>Examples of values and behaviours may include:</b></p> <ul style="list-style-type: none"> <li>• Organisational values</li> <li>• Compassion and empathy</li> <li>• Commitment to change where it will improve services, systems or processes</li> <li>• Dependability and ownership</li> <li>• Inclusivity and collaboration</li> <li>• Empowerment of others</li> <li>• Championing and supporting residents</li> </ul>
<p><b>How does this unit contribute towards behavioural change and professionalism?</b></p>
<p>By completing this unit learners will have the opportunity to reflect on their own professional practice and evidence a wide range of competencies, including communication, self-management, problem solving, leadership, data handling and use of IT, project management, and procurement. Learners will also reflect on their own professional development needs in order to plan for future challenges and aspirations.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>
<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>
<p>Mapped to IfATE’s Occupational Map for Senior Housing and Property Management Mapped to the Government’s Policy Statement, Chapter 3: Relevant Qualifications</p>

**Unit Title:** Customer Service and Stakeholder Relationship Management  
**Unit Number:** K/651/2601  
**Level:** 4  
**Credit Value:** 3  
**GLH:** 17

**Unit Aim:** This unit gives the learner knowledge of customer service and stakeholder relationship management.

Learning outcome The learner will	Assessment criteria The learner can
1. Respond to customers and stakeholders to ensure delivery of services.	1.1 Explain the diversity of customers, clients and stakeholders. 1.2 Evaluate how own organisation’s services meet the diverse needs of customers, clients and stakeholders. 1.3 Operate in a way that builds rapport with customers and stakeholders. 1.4 Demonstrate professionalism when dealing with customers and stakeholders. 1.5 Demonstrate consistent, accurate and appropriate communication through all relevant media. 1.6 Respond to customers, colleagues and partner organisations in a timely, accurate manner in accordance with service standards and company policies. 1.7 Recognise and respond to different types of customers, taking into account organisational provision to meet the needs of vulnerable customers. 1.8 Solve complex problems working in partnership with a range of stakeholders. 1.9 Demonstrate ethical and non-judgmental decision making.
2. Ensure services meet the needs of vulnerable individuals and groups.	2.1 Take a leadership role in ensuring the service meets the needs of vulnerable individuals and groups. 2.2 Demonstrate provision required to meet the needs of vulnerable individuals and groups.

<p>3. Apply appropriate communication skills to meet changing circumstances and needs.</p>	<p>3.1 Adapt and use the appropriate method and style of communication to changing circumstances and needs.</p> <p>3.2 Ask questions and challenge others positively.</p> <p>3.3 Demonstrate effective mediation and resolution skills to resolve conflict.</p> <p>3.4 Demonstrate effective skills in leading and managing partnerships with both internal and external stakeholders.</p> <p>3.5 Achieve joint outcomes through working collaboratively with internal and external stakeholders.</p> <p>3.6 Show resilience, tenacity and calmness.</p>
<p>4. Influence and negotiate with customers, partners and suppliers to ensure mutually beneficial outcomes.</p>	<p>4.1 Lead negotiations with partners and suppliers.</p> <p>4.2 Secure mutually beneficial outcomes through assertive negotiation with customers, partners and suppliers.</p> <p>4.3 Consistently seek value for money in procurement to ensure efficiency and quality.</p>

**Additional Information**

**Learning Outcome 1**

**Legislation relating to customers may include:**

- Equality Act 2010 including protected characteristics and types of discrimination in the delivery of different housing services.
- The Human Rights Act 1998.

**Giving information about housing services may include:**

- Repairs and maintenance
- Allocations
- Lettings
- Tenancy sustainment
- Financial and social inclusion
- Anti-social behaviour
- Care and housing support services
- Rent and money advice
- Service charges and portfolio accounts
- Resident involvement

**Diversity of housing service users and their needs may include:**

- Those with protected characteristics under the Equality Act 2010
- Those with different income levels
- Single parents
- Families with children
- Asylum seekers
- Students
- Customers with different additional needs and disabilities
- Customers with different cultures, religions, and beliefs
- Examples of needs:

- Requirement for property adaptations such as ramps and wet rooms or a property being situated within walking distance of a school or extra-care facilities.
- Landlord obligations to make reasonable adjustments
- 

**Building rapport may include:**

- Build good working relationships through excellent communication
- Being reliable
- Knowledgeable
- Building trust, establishing common ground
- Listening actively
- Rephrasing and asking questions to establish wants and needs and to ensure understanding
- Acknowledging customers' statements
- Using open body language
- Being non-judgmental

**Responding to others may include:**

- Relevant organisational service standards
- The organisation's customer service policy
- Confidentiality Policy
- Acceptable Standards of Behaviour Policy, and Procurement Policy
- Internal service standards /policies may set out what is considered timely
- Set expectations to ensure accurate responses given in line with agreed timescales and method of delivery (telephone, face to face, email)
- Regulatory standards and expectations such as the CIH code of conduct, RICS code of conduct and The Regulator of Social Housing Consumer Standards

## Learning Outcome 2

**Working with vulnerable individuals and groups may include:**

- Review services in the context of vulnerability to ensure suitability and effectiveness
- Collaborate with other relevant parties for potential improvements
- Review methods/style of service delivery in the context of vulnerability to ensure suitability and effectiveness
- Identify and undertake potential learning/upskilling/development required

## Learning Outcome 3

**Appropriate communication skills may include:**

- All verbal, non-verbal and written communication internally and externally
- Using an interpreter
- Providing documents in a larger font/braille
- Using a hearing loop
- Clear, correct and concise
- Varying tone and pace
- Levels of repetition and rephrasing
- Use of closed, open, or probing questions
- Use of plain language or industry terminology as required
- Ask questions and challenge others positively
- Use effective mediation and resolution skills

#### Learning Outcome 4

##### **Influencing and leading negotiations with partners and suppliers may include:**

- Setting clear objectives and outcomes
- Resolving tensions and conflicts
- Being confident/assertive
- Seeking value for money and quality

#### **How does this unit contribute towards behavioural change and professionalism?**

By completing this unit learners will demonstrate an understanding of how housing organisations can adapt to meet the needs of diverse customers and support customers with complex needs and how partnership working supports this. Learners will have the opportunity to evidence their own professional behaviours and conduct when dealing with a range of customers and stakeholders, as well as how they manage teams and partners effectively to ensure that the principles of good customer service are prominent across the delivery of housing services.

#### **Assessment requirements specified by a sector or regulatory body (if appropriate)**

N/A

#### **Details of the relationship of the unit and relevant national occupational standards**

Mapped to IfATE's Occupational Map for Senior Housing and Property Management  
Mapped to the Government's Policy Statement, Chapter 3: Relevant Qualifications

**Unit Title:** Financial Management  
**Unit Number:** L/651/2602  
**Level:** 4  
**Credit Value:** 2  
**GLH:** 9

**Unit Aim:** This unit gives the learner knowledge and skills in financial management.

Learning outcome The learner will	Assessment criteria The learner can
1. Manage budgets and report on financial performance.	1.1 Explain the sources of funding available to housing organisations. 1.2 Discuss the process for the allocation of funding resources across different service areas. 1.3 Demonstrate effective management of budgets. 1.4 Evaluate financial statements. 1.5 Report on financial statements.
2. Know how to consistently deliver value for money.	2.1 Define value for money in the housing sector. 2.2 Explain the legislation and regulation governing value for money in the housing sector. 2.3 Demonstrate skills in seeking value for money.

### Learning Outcome 1

**Examples of funding available to housing organisations may include:**

- Producer subsidies -e.g. The Affordable Homes Programme, incentives for improving sustainability of homes
- Consumer subsidies – e.g. Universal Credit and Housing Benefit, Lifetime Isa, Right to Buy

**Evaluation of financial statements may include:**

- Review and analyse income and expenditure
- Balance sheet/profit and loss/cash flow
- Evaluate risk
- Internal and external factors that influence income and expenditure of housing organisations
- Performance
- Future prospects

<p><b>Learning Outcome 2</b></p> <p><b>Value for money may include:</b></p> <ul style="list-style-type: none"> <li>• Seek and identify value for money based not only on purchase price but quality and efficiency</li> <li>• Procurement</li> <li>• Involving and consulting stakeholders (S20 Consultations for leaseholders)</li> </ul>
<p><b>How does this unit contribute towards behavioural change and professionalism?</b></p>
<p>By completing this unit learners will develop an understanding of the consumer and producer subsidies available for housing across the social and private sector. Learners will also have an opportunity to evidence their professional competence in managing budgets effectively and analysing financial statements, which will also evidence behaviours such as accountability, integrity, and reliability.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>
<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>
<p>Mapped to IfATE’s Occupational Map for Senior Housing and Property Management Mapped to the Government’s Policy Statement, Chapter 3: Relevant Qualifications</p>



# APPENDIX

# The Regulated Qualifications Framework (RQF)

## What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

## Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

## Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each learner who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## **RQF Terminology**

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## **Rules of Combination (RoC)**

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

## **Assessment Principles**

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

## Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

## Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria:

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

## Types of Assessor Qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)

- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

## **Tutors**

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Relevant predecessor NQF tutor qualifications

## **Assessors**

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National

Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

### **Internal Quality Assurers**

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal Verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

### **External Quality Assurers**

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## **Additional Information**

### **Centre Approval**

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call 0117 314 2800.

### **Complaints**

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fee structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

## **Enquiries and Appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

## **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.



## Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**



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