



Specification

**IAO Level 5 Diploma in Executive Housing
and Property Management**

Qualification Number: 610/4878/1

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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
2	19.02.2025	Additional Information	10 to 13

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 2. We will inform centres of any changes to this Specification. Centres can keep up to date from visiting our website 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

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Qualification Summary

Qualification Title	Level 5 Diploma in Executive Housing and Property Management		
Qualification Number (QN)	610/4878/1	RQF Level	5
Operational Start Date	1st December 2024		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
385	89	39

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. This qualification is primarily aimed at those who hold senior roles in the housing sector.

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.

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.

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 (These must be documented in written/typed format. In the case of recorded observations, all those on the recording would need to give their permission to be recorded. This can either be done in writing prior to the observation or verbally on the recording. If anyone under 18 is involved, parental permission is required.)
- Appraisals
- Meetings and minutes
- Reflective accounts (substantiated by a written witness testimony)
- Written, dated and signed witness testimonies (These must be from a manager or another person in authority)
- Case studies/essays
- Performance reviews
- CPD records

The above is not an exhaustive list, other forms of evidence can also be taken into account.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for the portfolio of evidence 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
J/651/2600	Business Planning and Performance Monitoring	4	5	28
L/651/2602	Financial Management	4	2	9
D/651/3805	Strategic Leadership for Housing Managers	5	7	10
F/651/3806	Customer and Resident Engagement	5	7	10
H/651/3807	Ethical Practice in Housing and Property Management	5	3	6
J/651/3808	Strategic Asset Management	5	9	10

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 housing and

property related job roles. It provides learners with an opportunity to demonstrate their competence and knowledge in a wide range of job roles at a management or senior management level.

Typical job roles include, but are not limited to:

- Head of Service
- Director of Service
- Head of Housing Services
- Director of Operations
- Director of Housing Services

Progression Opportunities

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

Learners who complete this qualification may go on to further study in related areas such as the IAO Level 5 Diploma in Leadership and Management.

Support Materials

The following support materials are available for this qualification:

- Mock Knowledge Tests – The links for the mock tests to be taken online can be found on QuartzWeb under the “Documentation menu”
- The links for the mock tests to be taken online can be found on Quartzweb under the “Documentation menu”. The links for the mock tests can be accessed through an internet browser.
- 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. Explain the different types of tenancy available in England. 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.
4. Understand the required guidance, outcomes and specific expectations of the Regulatory Standards for Social Housing Landlords	4.1 Explain the required guidance, outcomes and specific expectations of the Regulatory Standards for Social Housing Landlords. 4.2 Explain the required outcomes and specific expectations of the Consumer Standards.

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 Tenancy and Assured Shorthold Tenancy (AST) grounds for possession and security of tenure. Section 21 and Section 8 notices for the ASTs
- Housing Act 1996 – Assured Shorthold Tenancies
- 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. Application of the Equality Act. Equality Impact Assessments.
- Social Housing (Regulation) Act 2023 – Revised consumer standards, guidelines on treating damp and mould issues as part of Awaab’s Law, professional competence requirements
- Homelessness Reduction Act 2017 – Provisions relating to prevent and relief duties
- 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
- Increased levels of overcrowding, increased 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
- Regulated tenancy before 15th January 1989
- Premium lease
- Commercial Tenancy
- Assured Shorthold Tenancy
- Assured Tenancy
- Secure Tenancy
- Flexible Tenancy
- Fixed Term Tenancy

Coverage

- Key features of tenancies
- Differences between types of tenancies
- Duration of tenancies
- Tenant rights and tenant responsibilities
- Landlord responsibilities
- Ending a tenancy
- Breaches of tenancies
- Acts which introduced various tenancies
- Succession of tenancies

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 and 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
- The Decent Homes Standard

Private Rented Sector:

- RICS Private Rented Sector Code of Practice 07/2015
- The Domestic Private Rented Property Minimum Standard 2019 – for example, energy performance
- Minimum Energy Efficiency Standards
- The Property Ombudsman's Code of Practice

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

- Social Housing Regulation Act 2023
- Fire Safety Act 2021
- Housing and Regeneration Act 2008
- Data Protection Act 2018
- Anti-social Behaviour, Crime and Policing Act 2014
- Localism Act 2011
- Equality Act 2010
- Safeguarding Vulnerable Adults Act 2006, for example reporting
- Housing Act 1988 (Section 21)
- Human Rights Act 1998
- Landlord and Tenant Act 1985
- Environmental Protection Act 1990
- Health and Safety at Work Act 1974
- Homes for (Fitness for Human Habitation) Act 2018
- Supported Housing (Regulatory Oversight) Act 2023, including the duties of Homes England
- Renters Reform Bill (repeals Section 21 of the Housing Act 1988, which will abolish 'no fault' evictions)
- Building Safety Act 2023 – accountable person, tenants' rights
- Care Act 2014
- Right to Buy
- Tenant Fees Act 2019

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:

- Law of Property Act 1925
- 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 (including Section 20 Notice)
- Environmental Protection Act 1990
- Consumer Rights Act 2015 (including unfair terms)
- 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, for example licensing, penalties for breaches
- 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 Social 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:

- Regulator of Social Housing’s Consumer Standards Code of Practice
- Safety and Quality Standard
- Transparency, Influence and Accountability Standard (including Tenant Satisfaction Measures)
- Neighbourhood and Community Standard
- Tenancy Standard (including Continuous Recording of Lettings (CORE) system)

How does this unit contribute towards behavioural change and professionalism?

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.

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: 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
- 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:

- Ensuring 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: 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
<p>1. Undertake data analysis, interrogation, interpretation and dissemination of information.</p>	<p>1.1 Collect, record, analyse and store information that is accurate, sufficient, relevant and in line with the organisation’s policies.</p> <p>1.2 Interrogate, present and share information using a variety of methods.</p> <p>1.3 Adopt the most appropriate way to communicate relevant information to stakeholders.</p> <p>1.4 Make effective use of IT equipment and software.</p>
<p>2. Organise and plan work to ensure tasks are completed and deadlines are met.</p>	<p>2.1 Outline the business planning process.</p> <p>2.2 Organise own time and priorities to meet business needs and to complete work on time.</p> <p>2.3 Embrace changing priorities and work patterns when requirements alter.</p> <p>2.4 Raise concerns about workload and timescales before crises arise.</p> <p>2.5 Identify risks and issues including mitigating measures.</p> <p>2.6 Show continual personal development.</p> <p>2.7 Explain how continual personal development is kept up to date.</p>
<p>3. Lead, motivate, manage, and develop individuals and teams.</p>	<p>3.1 Demonstrate leadership and management skills to ensure business objectives are met.</p> <p>3.2 Evaluate own leadership and management skills identifying areas for personal development.</p> <p>3.3 Adapt your leadership and management styles to suit the team and individuals.</p> <p>3.4 Gain and maintain trust and respect by working in a confidential, ethical and empathetic manner with a professional attitude.</p>

	<p>3.5 Demonstrate how to work independently and effectively without close supervision.</p> <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>
<p>4. Use a problem solving and flexible approach in day-to-day duties.</p>	<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>
<p>5. Make effective decisions in order to apply the organisation's objectives and priorities.</p>	<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>
<p>6. Make effective use of IT equipment and software.</p>	<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 of digital tools used within own service area.</p>
<p>7. Undertake responsive repairs and planned maintenance.</p>	<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>
<p>8. Lead and manage a project effectively.</p>	<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>
<p>9. Demonstrate professional values and behaviours.</p>	<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>

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| | <p>9.4 Show inclusivity and collaboration when working with internal and external stakeholders.</p> <p>9.5 Show how you empower others to collectively contribute to positive change.</p> |
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Additional Information

Learning Outcome 1

Organisational policies to consider may include:

- Data Protection Policy
- Confidentiality Policy
- Encryption Policy
- Password Policy
- Lone Working Policy
- Recruitment Policy

Examples of presentations may include:

- Giving a talk
- Delivering a slideshow
- With or without a verbal presentation
- Posters
- Reports
- Webpages
- Data presentation

Examples of communication methods may include:

- Face-to-face meetings
- Emails with/without attachments
- Reports
- Posters
- Leaflets
- Social media platforms

Examples of adopting the most appropriate way to communicate may include:

- Take account of stakeholders' knowledge of the process
- Take account of own ability to influence the process through power and/or leadership
- Take account of own related interests
- Take account of own stance (for or against), any alliances they might have with other stakeholders
- Take account of stakeholders' individual needs and preferences

Learning Outcome 2

Examples of planning time and prioritisation using various aids may include:

- Outlook or other time management software
- A Gantt chart for planning projects
- Using a diary/planner/to do list/wall chart

- Applying a model such as Dwight Eisenhower's Quadrants of Time Management to manage priorities
- The Pomodoro technique
- Time boxing

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 the required timeframe
- 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
- Provision and Use of Work Equipment Regulations (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, for example a 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

Learning Outcome 9

Examples of values and behaviours may include:

- Organisational values
- Compassion and empathy
- Commitment to change where it will improve services, systems or processes
- Dependability and ownership
- Inclusivity and collaboration
- Empowerment of others
- Championing and supporting residents

How does this unit contribute towards behavioural change and professionalism?

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.

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.

Additional Information

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

Learning Outcome 2

Value for money may include:

- Seek and identify value for money based not only on purchase price but quality and efficiency
- Procurement
- Involving and consulting stakeholders (Landlord and Tenant Act 1985 Section 20 Consultations for leaseholders)

How does this unit contribute towards behavioural change and professionalism?

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.

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: Strategic Leadership for Housing Managers
Unit Number: D/651/3805
Level: 5
Credit Value: 7
GLH: 10

Unit Aim: To understand the importance of effective strategic leadership in developing and implementing housing strategies.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the role of leaders and managers in developing strategy in the housing sector.	1.1 Analyse the characteristics required by leaders to deliver strategic goals. 1.2 Evaluate the role of leaders and managers in developing strategy in the organisation. 1.3 Analyse the strategy of the organisation in relation to the internal and external environment.
2. Be able to plan strategically in the context of the housing sector.	2.1 Develop a strategic plan for a housing service using the principles of strategic planning. 2.2 Apply the principles of strategic leadership to a planning cycle.
3. Be able to successfully implement and manage strategic organisational change.	3.1 Analyse the relevant theories and models for managing change and how these could be applied in a housing context. 3.2 Evaluate the scope, drivers and context of change in the housing sector. 3.3 Analyse the culture of the organisation. 3.4 Analyse ways in which the organisation’s culture could be changed. 3.5 Evaluate how leaders can manage strategic change in the organisation. 3.6 Apply the principles of strategic leadership to an organisational change. 3.7 Analyse the impact of change on stakeholders. 3.8 Manage resistance to change. 3.9 Evaluate the outcome of strategic change.
4. Be able to apply principles of personal and professional development to improve strategic leadership.	4.1 Evaluate how personal and professional development impacts leadership ability. 4.2 Analyse own knowledge, skills and behaviours in relation to strategic leadership performance. 4.3 Create a professional development plan to improve strategic leadership.

Additional Information

Learning Outcome 1

Characteristics of effective leaders may include:

Any personal traits that contribute to effective leadership:

- Empathy
- Passion
- Approachability
- Openness
- Accountability

Key knowledge, skills and behaviours required:

- Knowledge of legislation and regulation
- Understanding of the business objectives and how own and team performance contributes
- Leadership skills
- Communication
- Collaboration and ability to motivate
- Influence
- Problem solving
- Decision making

The role of leaders and managers in strategy development may include:

- The ability to think strategically, e.g. considering the wider context and impact of strategic development in the initial stages and using this to determine the vision for the team or organisation
- The application of knowledge, skills, and behaviours to support strategy development

Learning Outcome 2

Principles of strategic planning may include:

Understanding and application of strategic planning theories and models such as:

- Mintzberg's 5Ps
- The classic four step approach
- McKinsey's 7S model
- Porter's 5 forces

Principles of strategic leadership may include:

- The Trait Theory of Leadership
- Great Man Theory
- Theory X and Theory Y
- Transactional Leadership
- Situational Leadership
- Transformational Leadership
- Lewin's Leadership Styles
- Characteristics such as integrity, accountability and transparency

Learning Outcome 3

Theories and models of change may include:

- Kotter’s 8 steps for leading change
- Lewin’s change management model
- Kubler-Ross change curve
- ADKAR change management model
- Nudge theory
- Resistance to change model

Learning Outcome 4

Professional development examples may include:

- Skills gap analysis
- SWOT analysis
- CPD activities relevant to the sector
- Self-reflection of current knowledge, skills, experience, qualifications, and professional behaviours
- Awareness of own impact on organisational performance and culture

How does this unit contribute towards behavioural change and professionalism?

By completing this unit learners will develop knowledge of relevant leadership and management theories, as well as strategic development models that can be applied in the workplace. Learners will also be able to demonstrate and evidence their ability to develop strategic plans, as well as reflecting on their own leadership skills and the impact that this has on organisational culture, change management, and performance.

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 the Government’s Policy Statement, Chapter 3: Relevant Qualifications

Unit Title:	Customer and Resident Engagement
Unit Number:	F/651/3806
Level:	5
Credit Value:	7
GLH:	10

Unit Aim: To effectively engage customers and residents in the design and delivery of housing services.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to apply customer profiling in a housing organisation.	1.1 Evaluate methods of customer profiling used to tailor housing services. 1.2 Examine how methods of profiling are applied in housing organisations. 1.3 Apply data profiling to meet organisational objectives.
2. Be able to involve customers in the design of housing services.	2.1 Analyse the diversity of the organisation’s customers. 2.2 Gather information from customers to aid the design of housing services. 2.3 Communicate delivery of housing services to customers. 2.4 Obtain feedback from customers relating to housing services.
3. Be able to improve customer engagement strategy in a housing organisation.	3.1 Analyse the key regulatory requirements that relate to customer engagement. 3.2 Interpret a customer engagement strategy in a housing organisation. 3.3 Make recommendations to improve a customer engagement strategy in a housing organisation. 3.4 Review changes made to a customer engagement strategy.
4. Be able to apply customer service principles to the design and delivery of housing services.	4.1 Demonstrate the management of own service area in relation to strategy and customer service principles. 4.2 Examine own performance in relation to customer service delivery. 4.3 Review the effectiveness of strategy in own area of service on customer and resident engagement.

Additional Information

Learning Outcome 1

Methods of customer profiling may include:

- CRM (Customer Relationship Management) systems
- Tenant satisfaction measures
- Tenant surveys, forums, and other forms of feedback
- Census data
- Information gathered at sign up

Learning Outcome 2

Understanding diverse customers and tailoring services may include:

- Legislation such as the Equality Act 2010 and Human Rights Act 1998
- Consumer standards set by the Regulator of Social Housing
- Customer insight to tailor services to customer needs, wants, and behaviours
- Using a range of communication methods to ensure that services are accessible
- Involving stakeholders and customers in decision making and the delivery of services
- Diversifying services to meet current and emerging trends in the organisation's customer profile

Learning Outcome 3

Key regulatory requirements relating to customer engagement may include:

- The Transparency, Influence, and Accountability Standard
- The Housing Act 1985 (for secure tenancies)
- The Commonhold and Leasehold Reform Act 2002
- The Housing Act 1996

Learning Outcome 4

Applying customer service principles to own area may include:

- Communicating the organisation's strategy to relevant stakeholders, including own team.
- Demonstrating own approach to customer service and evidencing how customer service principles are implemented and enforced within housing teams.
- Ability to evaluate own performance and team performance in relation to customer service and engagement.
- Understanding approaches to improving customer engagement.

How does this unit contribute towards behavioural change and professionalism?

By completing this unit learners will develop knowledge of how housing organisations can use customer profiling to design and tailor services to meet the needs of diverse customers. Learners will also have an opportunity to evidence how they demonstrate effective customer service principles and manage teams effectively to meet customer expectations, as well as being able to critically evaluate the organisation's approach to improving customer engagement.

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 the Government's Policy Statement, Chapter 3: Relevant Qualifications

Unit Title:	Ethical Practice in Housing and Property Management
Unit Number:	H/651/3807
Level:	5
Credit Value:	3
GLH:	6

Unit Aim: To understand why ethics and values are essential for effective leadership in a housing context.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of ethical practice in the housing and property market.	1.1 Critically evaluate own organisation’s corporate social responsibility policy and how this relates to operational practice. 1.2 Evaluate the conflict that can arise between legislation requirements and ethical decisions. 1.3 Critically evaluate own organisation’s approach to sustainability.
2. Be able to apply ethical decision making.	2.1 Evaluate models of ethical decision making. 2.2 Be able to apply an ethical decision-making model in own service area. 2.3 Evaluate value and ethical based decision making to a business decision that has impacted own organisation.
3. Be able to reflect on own values and ethics in an organisational context.	3.1 Reflect on own values and ethics in line with the organisation’s values and ethics. 3.2 Apply ethical leadership skills and behaviours to workplace practice.

Additional Information

Learning Outcome 1

A corporate social responsibility policy may include:

- Mission and values of the organisation
- Resident involvement strategy
- Environmental impact, e.g. improving the sustainability and efficiency of homes to meet net zero targets, as well as improving sustainability throughout the organisation’s day to day operations.
- Ethical governance
- Economic responsibilities, e.g. providing affordable homes, procuring services that support local businesses, and having fair and equal pay for employees
- Monitoring and reporting, e.g. reporting on tenant satisfaction
- Equality, diversity, and inclusion

- Health and safety, e.g. ensuring that housing organisations consider the health, wellbeing, and safety of communities as well as employees and other stakeholders

Learning Outcome 2

Models of ethical decision making may include:

- CIH ethical decision-making model
- Home Office ethical decision-making model
- Own organisation’s model or internal processes
- RICS framework for ethical decision making

Learning Outcome 3

Applying ethical leadership skills and behaviours may include:

- Making decisions on policy or strategic planning
- Handling complaints
- Applying ethical practice to the management of individuals and teams
- Managing a team or the organisation through change
- Solving a problem ethically
- Negotiating and influencing others ethically
- Embedding ethical practice within workplace culture and behaviours

How does this unit contribute towards behavioural change and professionalism?

By completing this unit learners will develop knowledge of ethical decision-making models and how these can be used by housing organisations to improve services as well as ensuring the wellbeing and safety of customers. Learners will have an opportunity to reflect on their own ability to make ethical decisions and consider how their own values align with those of the organisation and industry codes of conduct and ethics.

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 the Government’s Policy Statement, Chapter 3: Relevant Qualifications

Unit Title:	Strategic Asset Management
Unit Number:	J/651/3808
Level:	5
Credit Value:	9
GLH:	10

Unit Aim: To develop a wider understanding of strategic management within the repairs and asset management service and be able to apply strategic management principles to the planning of capital and major works programmes.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legislation and regulation that governs building safety standards across the housing sector.	<p>1.1 Analyse the building safety standards that housing providers must comply with in both the private and social sector.</p> <p>1.2 Assess the impact that building safety legislation and regulation has on the delivery of asset management and repairs services.</p>
2. Effectively manage the delivery of capital and major works in the housing and property sector.	<p>2.1 Evaluate ways in which housing providers involve tenants in the procurement and delivery of capital and major works.</p> <p>2.2 Demonstrate strategic leadership skills to drive the improvement of housing assets in partnership with internal and external stakeholders.</p> <p>2.3 Demonstrate the ability to seek value for money in the procurement of capital and major works programmes.</p> <p>2.4 Demonstrate strategic leadership skills to drive improvements in own service area to achieve the highest standards of quality in homes for tenants.</p>
3. Understand the relationship between asset management and sustainable practices.	<p>3.1 Analyse the key legislation and regulation that applies to sustainable and efficient asset management functions, including building standards, energy efficiency, and carbon emissions.</p> <p>3.2 Evaluate own contribution to driving sustainable practice in the delivery of housing services including financial and environmental sustainability.</p>

Additional Information

Learning Outcome 1

Building safety standards include:

- Housing Health and Safety Rating System (HHSRS) (applies to private and social landlords)
- Gas Safety (Installation and Use) Regulations 1998 (applies to private and social landlords)
- The Regulatory Reform (Fire Safety) Order 2005 (applies to private and social landlords for multi-occupancy buildings)
- Fire Safety Act 2021 (applies to private and social landlords)
- The Homes (Fitness for Human Habitation) Act 2018 (applies to private and social landlords)
- Building Safety Act 2022 (applies to private and social landlords with high rise buildings)
- Licensing of Houses in Multiple Occupation (applies to private landlords of HMOs)
- Control of Asbestos Regulations 2012 (applies to private and social landlords)
- Electrical Safety Standards in the Private Rented Sector (England) Regulations 2020 (applies to private landlords)
- The Smoke and Carbon Monoxide Alarm (Amendment) Regulations 2022 (applies to private and social landlords)
- Electrical Safety Standards in the Private Rented Sector (England) Regulations 2020 (applies to private landlords)

Learning Outcome 2

Ways that tenants may be involved in the procurement and delivery of capital and major works include:

- Resident engagement forums
- Resident liaison groups
- Consultations that may be open to the public or via focus groups
- Surveys and questionnaires
- Tenant scrutiny panels
- Co-design workshops and project meetings
- Voting or ballots
- Communication of information such as newsletters/letters/online platforms and face to face
- E-Consultations
- Tenant procurement panels

Internal and external partners may include:

- Contractors
- Assets, repairs, and maintenance teams
- Local authorities
- Voluntary agencies and charities
- Local businesses
- Developers
- Local MPs

Strategic leadership skills may include:

- Negotiation and ability to influence partners
- Conflict resolution and mediation
- Strategic planning and decision making
- Governance and accountability
- Self-motivation
- Problem solving
- Ability to manage and interpret budgets
- Interpreting and communicating performance data

Learning Outcome 3**Legislation and regulations that relate to sustainable and efficient asset management functions includes:**

- Housing Act 2004
- Building Regulations 2010
- Homes (Fitness for Human Habitation) Act 2018
- Environmental Protection Act 1990
- Social Housing (Decarbonisation) Fund (Regulatory Framework)
- Energy Performance of Buildings (England and Wales) Regulations 2012
- Climate Change Act 2008
- Building Safety Act 2022
- Waste (England and Wales) Regulations 2011
- Control of Asbestos Regulations 2012
- Energy Efficiency (Private Rented Property) (England and Wales) Regulations 2015
- Energy Act 2011
- Minimum Energy Efficiency Standards (MEES)

Examples of driving sustainable practice in housing delivery may include:

- Carbon stock assessments
- Promoting recycling and re-use of resources
- Adopting sustainable working practices such as effective route planning and use of low emission or electric vehicles
- Retrofitting of existing stock to improve thermal comfort and energy performance
- Promoting behavioural changes for the organisation and tenants on recycling and energy consumption.

How does this unit contribute towards behavioural change and professionalism?

By completing this unit, learners will develop their knowledge and appreciation of the importance of providing homes that are safe and habitable for occupants, as well as the legislation that underpins repairs and maintenance services. Learners will also have an opportunity to demonstrate their own ability to drive improvements in the quality of homes through effective strategic leadership and the promotion of sustainable working practices to reduce a housing organisation's carbon footprint.

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 the Government's Policy Statement, Chapter 3: Relevant Qualifications

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 (CTLLS)
- 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 (CTTLLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLLS)
- 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 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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