



# Intermediate Apprenticeship Housing

2011



## Introduction

The apprenticeship is made up of the following elements:

- Competence Qualification – Level 2 Certificate in Housing (NVQ)
- Knowledge Qualification – Level 2 Certificate in Housing
- Functional Skill – Mathematics Level 1
- Functional Skill – English Level 1
- Functional Skills – Information Communication Technology (ICT) Level 1
- Employment Rights and Responsibilities (ERR)
- Personal Learning and Thinking Skills (PLTS)

## Competence Qualification

### Level 2 Certificate in Housing (NVQ)

#### Mandatory Units (10 credits)

- Develop and maintain relationships with stakeholders in a housing context (4 credits)
- Maintain professional behaviour and working relationships in a housing context (4 credits)
- Maintain health, safety and security of self and others (2 credits)

#### Some of the Optional Units Available (6 credits required)

- Process documentation relating to housing activities (2 credits)
- Undertake promotional activity within the housing sector (4 credits)
- Give customers a positive impression of yourself and your organisation (5 credits)
- Recognise and deal with customer queries, requests and problems (5 credits)
- Assess housing need (4 credits)
- Match the needs of individuals with available accommodation (3 credits)
- Support the individuals through the process of signing occupancy agreement (4 credits)
- Organise the maintenance and repair of property (2 credits)
- Support clients to make use of the housing advice and guidance service (3 credits)
- Enable housing clients to access referral opportunities (4 credits)
- Help to develop individuals to contribute to decision making (4 credits)

## Knowledge Qualification

### Level 2 Certificate in Housing (CIH)

*Assessed by externally moderated assignments*

#### Unit 1 Housing provision and housing organisations

- Understand different types of housing provision
- Understand the relationship between tenant and landlord
- Recognise the range of housing organisations operating in the UK
- Understand the range of services housing organisations offer and how/why they offer them

#### Unit 2 Customer care and communication skills for housing

- Understand the diverse range and needs of customers and the principles of equality & diversity
- Communicate effectively in oral and written format
- Deal with difficult situations

## Unit 3 Careers and opportunities in housing

- Recognise a range of paid and voluntary opportunities in the housing sector
- Appreciate the skills and knowledge necessary for roles within the housing sector
- Develop an awareness of potential education, training and development opportunities within the housing sector

## Unit 4 Developing skills for working in housing

- Understand some of the tasks to be carried out within a housing context
- Display skills necessary for working within a housing organisation
- Identify areas for further personal development

## Functional Skills – English, Maths and ICT

Functional skills are designed to provide learners with the skills they require to perform confidently, effectively and independently in their everyday life. They have been introduced following employer feedback that many learners do not have an appropriate awareness of the basics in these subjects.

Functional English at level 1 ensures learners are able to communicate effectively and develop skills in:

- Speaking, listening and communication
- Reading
- Writing

Functional Maths at level 1 ensures learners are able to solve problems in real-life situations via:

- Representing situations using mathematics
- Analysing situations to solve problems
- Interpreting mathematics and explaining solutions

Functional ICT at level 1 ensures learners are able to use ICT confidently and competently by:

- Finding and selecting information
- Developing presenting and communicating information

## Employment Rights and Responsibilities (ERR)

This element of the apprenticeship is related to the work environment, the statutory requirements for both the apprentice and the employer and where further information can be found to assist the apprentice throughout their career. It will involve the apprentice accessing their contract of employment, staff handbook and policies and procedures to assist in completing a workbook and in some cases a short external assessment to demonstrate their knowledge of this area.

## Personal Learning and Thinking Skills (PLTS)

These are skills which have been identified as important for success in learning and life. There are 6 topics:

- Independent enquirer
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

These skills will be completed as part of the other programme components.

## Models of Delivery

The apprenticeship is expected to take 9 – 12 months; depending on the experience of the learner and the selected course.

The knowledge based qualification and functional skills are undertaken first; both the knowledge based qualification and the functional skills are achieved via external tests. The competence based qualification is completed via the compilation of a portfolio of evidence that demonstrates the learner's competence in accordance with Awarding Body quality processes. This is the final aspect of the qualification that is completed.

The qualification has Guided Learning Hours (GLH) attached which must be evidenced throughout the course. The model of delivery is structured around the needs of your organisation; there are two options that Opps can provide.

### 1. Workshop Delivery

This involves groups of learners meeting with their tutor for a set time, usually a minimum of 2 hours every 2 – 4 weeks. The benefits of this are the group have opportunity to discuss their own practice with their peers; topics can be discussed and explored fully and best practice exchanged. The learner will be supported in one to one sessions for the portfolio building aspect of the competence-based qualification.

### 2. One to One Delivery

The learner meets with the tutor for a minimum of 2 hours every 2 – 4 weeks during which the tutor provides underpinning knowledge for the topics. The learner has opportunity to reflect on their practice and identify strengths and weaknesses through discussion. The competence based qualification will also be completed in this way; with one to one meetings to support portfolio building.

Learners who are identified as requiring additional support for functional skills will have access to additional one to one sessions with a subject specialist (this could be for English, Mathematics or both subject areas).

## Blended Learning

Outside of the meetings with the tutor, the learner will have additional work to complete in the form of project based workbooks, set questions, reflective statements and the collection of examples of documentation they use throughout their job role. For the functional skills, the learner will also have additional materials to complete to assist them in extending their knowledge. Learners will have access to an e-portfolio which is used to collect and record evidence.

**Please contact the Opps office for further details**

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