Assessment Plan
Housing / Property Management Assistant Level 2

Introduction/Overview

The apprenticeship has been developed to prepare an apprentice for a supporting operational role within the housing/property management sector. The potential range of roles available is varied and some require a degree of specialisation. The core of the apprenticeship however has been established to provide an occupational grounding in the sector. It has been developed to meet the needs of housing/property professionals within the private and affordable housing sectors and is applicable to all sizes of organisation.

The development of an assessment methodology has needed to take account of the type of skills and knowledge acquired in undertaking an apprenticeship in Housing/ Property Management and in that context the evidence required for, and the need for the synoptic end point assessment. The duration of the apprenticeship is anticipated to be 12-18 months and while evidence is collected throughout the duration of the apprenticeship the end point assessment is completed during the final 3-4 months.

The plan has been developed by an employer led group, with the valuable insight and input of assessment and provider specialists.

Our approach builds on good operational management processes including:

- ensuring that the processes and outcomes are based on relevant and realistic assessment of competence to undertake the role of a housing/property professional.
- the relationship of the apprentice to the employer and the effective use of appropriate performance management and supervision to maximise the potential of the apprentice within the work environment
- the need for appropriate processes to ensure the consistency and rigour of the apprenticeship through external input
- the need to grade the apprenticeships and
- the need to establish a process of end point assessment that ensures the overall competency of the apprentice.

Therefore, there are six main components of the assessment:
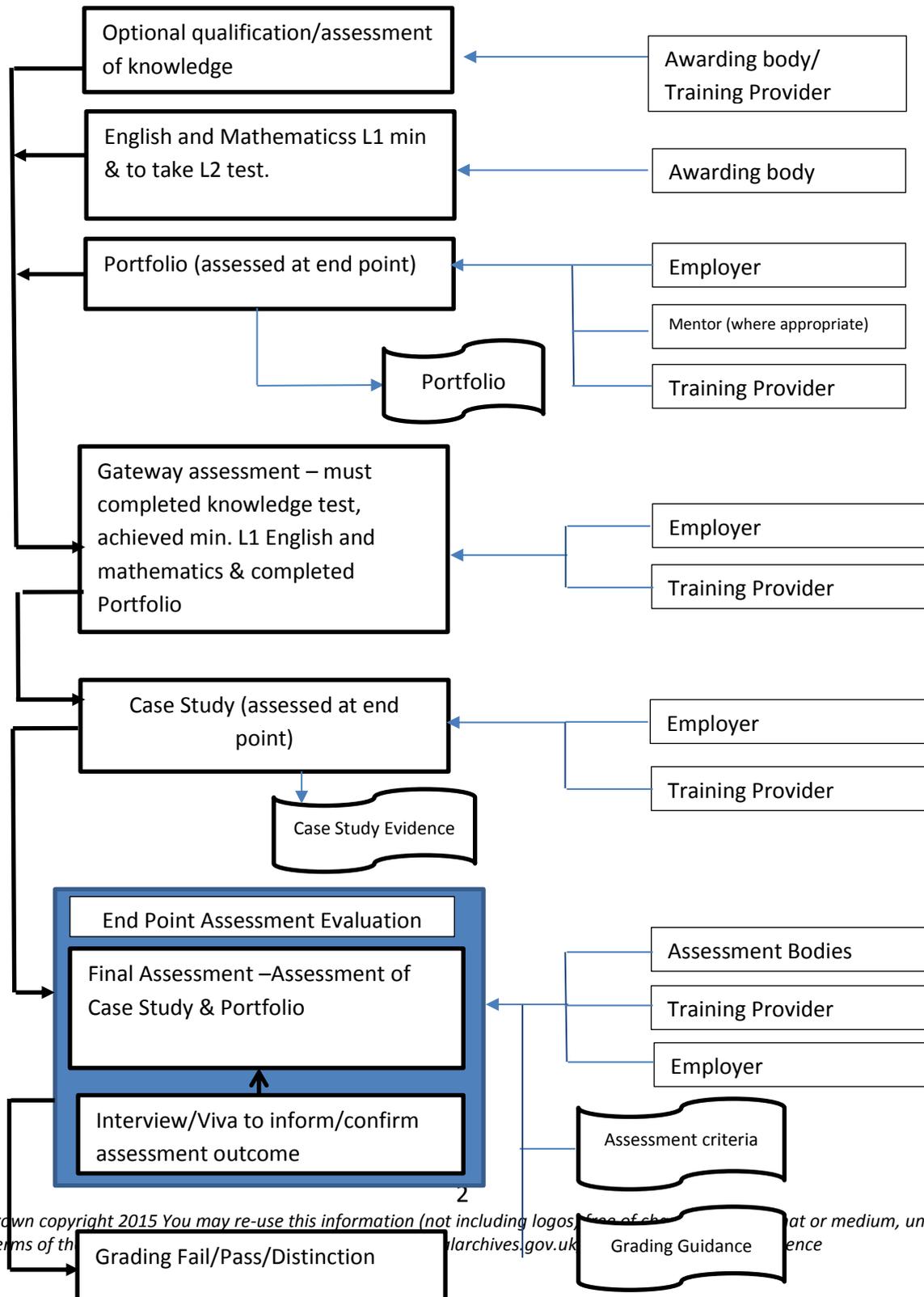
Formative assessment

- Completion of an agreed qualification (recommend)/or assessment of knowledge
- Apprentices without level 1 in English and mathematics will need to achieve this level prior to completion of the apprenticeship and will also be required to take the tests for level 2. Apprentices joining the apprenticeship with level 1 in English and mathematics will be required to take the tests for level 2
- A portfolio of evidence developed throughout the formative assessment process (assessed at end point stage)
- Case study (to be assessed as part of end point)

End point assessment

- Assessment of the work based case study this is a synoptic assessment that covers a variety of requirements from across the standard
- Assessment of the portfolio
- A panel interview/viva to confirm the evidence gained from the case study and portfolio

An overview of the assessment process in diagrammatic form is set our below:

1   Diagrammatic of process

Optional qualification/assessment of knowledge	Awarding body/ Training Provider
English and Mathematicss L1 min & to take L2 test.	Awarding body
Portfolio (assessed at end point)	Employer
	Mentor (where appropriate)
Portfolio	Training Provider
Gateway assessment – must completed knowledge test, achieved min. L1 English and mathematics & completed Portfolio	Employer
	Training Provider
Case Study (assessed at end point)	Employer
	Training Provider
Case Study Evidence	
End Point Assessment Evaluation	
Final Assessment –Assessment of Case Study & Portfolio	Assessment Bodies
	Training Provider
	Employer
Interview/Viva to inform/confirm assessment outcome	Assessment criteria
Grading Fail/Pass/Distinction	Grading Guidance

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2. Formative Assessment

The type of roles within housing/property management is suitable for the adoption of a formative assessment approach which gathers evidence during their apprenticeship. This approach integrates with performance management processes to monitor progress against agreed milestones, collect relevant evidence and address learning needs.

Throughout this apprenticeship the apprentice will compile a portfolio which will developed to satisfy the assessment criteria (and will be assessed as part of end point assessment), which will be overseen by the employer and/or training provider. The methodology, agreed templates and processes will be developed by the training provider and employer, with guidance from the assessment organisation.

This approach will include

- collection of evidence required to demonstrate competence against the standard and assessment criteria;
- target setting, regular scheduled and recorded one to ones, periodic assessments against targets and 360 degree appraisal;
- reflective learning;
- observation in key tasks and feedback relevant to the evidence required to demonstrate competence against the standard and assessment criteria; and
- behaviours log to assess and record the demonstration of the appropriate behaviours.

Regular reviews between the apprentice, line manager and training provider (aligned with the performance management process) will take place to ensure that the necessary evidence is being gathered and the apprentice is making progress towards their goals.

Roles and responsibilities

Employers role	• Provide support training and direction to the apprentice and ensure that they acquire the relevant skills, knowledge and behaviours • Ensure that the apprentice operates in a safe and supportive environment • Ensure that the apprentice receives regular reviews and that these are recorded to gather evidence of progress and achievements • Ensure that regular targets are set and reviewed to monitor progress and take action if required
Training Provider role	• Ensure that (prior to starting the apprenticeship), both employer and apprentice understand the detail of the learning journey and their respective commitments to this • Provide the agreed training content to support the apprentice's development as commissioned by the employer • Ensure that the requirements of the apprenticeship are fully reflected in the performance management process and that this is represented in the associated portfolio and ensure that any gaps are filled through their work with the apprentice

	• Support the apprentice throughout the learning journey, providing advice and guidance on learning strategies and tools that support the apprentice's progress and to maximise their potential • Provide support and guidance to the line manager in their delivery of the apprenticeship, providing any training if required • Ensure that consistent standards are being maintained through the formative assessment process via internal verification
Apprentice Mentor's role	We anticipate organisations to appoint a mentor for the apprentice. The mentor will be a suitable colleague within the employers organisation. (We define mentoring as 'The learning and development partnership between somebody who has experience and somebody who wants to learn') • Commit to the learning process by active listening and ask questions to help the apprentice to make decisions, judgements and take action • Help to develop understanding through sharing own experience and examples and support different ways of thinking by offering new perspectives • Provide additional information if requested on housing / property related topics • Reflect on learning, provide guidance on the process of coming to conclusions by thinking through the implications • Supportive action planning • Advise on other development opportunities e.g. opportunities for specific coaching, training, work place training or informal learning methods • Address any welfare or other issues, meeting with the line manager if required by the apprentice to discuss and progress any concerns

3. Knowledge

Employers have agreed that apprentices must be able to demonstrate a sound knowledge of housing/property principles during the first 6-12 months of their apprenticeship, and before progressing to the final end point assessment

Apprentices may undertake a qualification that has been designed to test knowledge of housing/property principles. There are a range of available Housing and Property Management qualifications that the employer may use to assure knowledge requirements are met. In view of the number of Awarding Bodies, Professional Bodies and associated qualifications to meet the sectors varied needs, further work will be undertaken with Awarding Bodies and employers to confirm the qualifications that are most applicable.

Alternative arrangements for assessing knowledge of housing principles may be developed by employers and training providers. These arrangements must include robust assessment methods that are capable of producing reliable assessment outcomes. Further guidance on suitable forms of alternative knowledge assessments will be developed by the Assessment Bodies, Professional Bodies and training providers, with guidance from employers.

4. English and Mathematics

Apprentices without level 1 in English and mathematics will need to achieve this level prior to completion of the apprenticeship and will also be required to take the tests for level 2. For apprentices joining the apprenticeship with level 1 in English and maths there is the requirement for them to take the tests for level 2

5. Gateway for progressing to final assessment

The Employer and/or Training Provider will;

- review the portfolio to ensure that the apprentice has completed all the criteria;
- successfully demonstrated the required knowledge either via regulated qualification achievement or assessment;
- ensure the apprentice has the required level in English and mathematics; and
- ensure the apprentice is suitably prepared to advance to the final assessment process.

6 Case Study (to be completed as part of on programme and assessed in end point)

The final assessment has been designed to test the competence of the apprentice through the completion of a case study that has been agreed by the assessment body/s. The case study is, undertaken with oversight by the employer and training provider and the evidence arising from this is then evaluated through the end point test along with the portfolio, with a viva to confirm the apprentice's competence.

The case study component has been developed as a synoptic assessment, which will generate additional evidence for the final assessment, through the demonstration of applied knowledge, skills and behaviours.

The case study will be completed during the last 3 months of the apprenticeship following the gateway process and provides the opportunity to demonstrate integration of skills, knowledge and behaviours that will be assessed through the final assessment process and will:

- cover a wide selection of the knowledge, skills and behaviour across the apprenticeship standard, and
- have direct relevance to the housing/property management roles.

The case study will be a practical work based assignment. This will be completed as part of the apprenticeship and allow them to demonstrate that they are able to work with others to explore solutions and improvements to ways of working.

Within the case study, the apprentice will;

- be able to describe the situation and the task;
- identify the actions they took;
- reflect on knowledge, skills and behaviours they used to complete the task;
- Involve interaction with colleagues and tenants in developing and executing the case study;
- Include a diary and report of the project activity which will form the basis of the final assessment; and

The subject, requirements and quality standards associated with the case study which will be agreed with the Assessment Bodies. The Assessment Bodies will specify the conditions applicable to the case study including the timescales to complete, guidance and example case studies will be developed to illustrate the level of detail and expectations of the task.

The evidence arising from the case study, along with the portfolio will provide evidence for the final assessment and grading.

7. End Point Assessment

The components of the Final End point Assessment (case study assessment, portfolio of evidence and interview/viva) require the apprentice to demonstrate that they fully meet the requirements set out in the apprenticeship standard and enable the grading of the apprenticeship to be completed. The weighting of the components are 70% portfolio and 30% case study, note the interview/viva is not assessed, but used as a means of confirming the evidence set out in the portfolio and case study and addressing any areas of perceived weakness in these two documents. The means of assessment relative to the assessment criteria are defined in Annex 1.

1. The panel will first review the completed case study and portfolio as preparation for the interview/viva and prepare the structure of the interview, seeking to develop further understanding of the apprentice's competence, addressing any areas of uncertainty or gaps in the case study written submission, portfolio and assessing the overall competence of the apprentice in the context of the standard and assessment criteria.

2. The assessors (the panel would comprise the line manager, training provider and representative of the Assessment Bodies determine if the evidence demonstrates (or not) that the apprentice is competent to do the job, and where the evidence signifies a pass whether this is a pass or distinction grade in terms of the award of the apprenticeship.

3. An interview/viva, based on the portfolio/case study, will then be convened by the assessment panel with the apprentice which will be used to probe the skills, knowledge and behaviours acquired through the apprenticeship and demonstrated through the case study and portfolio. The focus of the interview/viva is on the apprentice being able to prove their competence in the role of housing/property management, through the work they have completed. This entails demonstrating competence against the defined assessment criteria, derived from the competencies set out in the standard; see Annex 1, which illustrates initial criteria that will be finalised by the Assessment Bodies.

   A record will be made of the interview/viva including questions and responses from the apprentice for evidence and verification purposes.

4. The panel is responsible for ensuring that the collective evidence satisfies the requirements of the apprenticeship. All members of the assessment panel will score the outcome of the final assessment independently. The intention of the process is to reach consensus over the award of the apprenticeship. If however consensus cannot be reached, the independent assessor (appointed by the Assessment Bodies has the final decision on the recommendation to award.

8.   Independence and impartiality

An independent (third party) assessor will be appointed by the Assessment Bodies to ensure that there is an objective and independent view. They will have;

- impartiality and objectivity (the Assessment Bodies will be required to identify potential conflict of interest)
- No prior involvement with the candidate prior to the final assessment
- relevant experience within the sector
- recognised competence in assessing against the awarding criteria

Further, the decision of the panel will be subject to moderation by the Assessment Bodies as part of the quality assurance process, to ensure that due process has been followed and that decisions made are comparable with those made for others, prior to the final award of the apprenticeship.

In addition, the Assessment Bodies will periodically undertake standardisation meetings where they will monitor the standards over time, review and compare assessment outcomes from different apprentices, employers and training providers and take action to ensure that the process and outcomes remain standardised.

Assessment roles

Assessor		Role
Line Manager		- Brings a view of the apprentice from the performance management process and working with them in the workplace through the apprenticeship - Scores the Final Assessment separately of the other assessors - Assesses against Pass and Distinction criteria - Participates in consensus decision
Training provider	Prior to the final assessment	- Takes responsibility for organising and coordinating the process - Liaising with the 3rd party assessor appointed by the Assessment Bodies regarding the assessment process and arrangements for the Final Assessment - Ensures consistency through internal verification processes associated with gateway assessment.
	During the final assessment	- Brings a view of the apprentice from supporting them through the apprenticeship - Scores all components of the Final Assessment separately of the other assessors - Assesses against Pass and Distinction criteria - Participates in consensus decision
Assessor – appointed by Assessment Bodies		Provides training in the assessment process (including use of tools and application to ensure consistency) for employer/training provider involved in end point

	assessment and interview
	• Chairs the final assessment process
	• Provides an independent view as they will not have had any prior involvement in the apprenticeship or with the apprentice or employer.
	• Brings added rigour & consistency to the assessment through their wider industry perspective, knowledge & experience
	• Confirms that the assessment requirements have been met
	• Ensures that the standards applied are consistent with those used across the sector
	• Scores all components of the Final Assessment independently of the other assessors
	• Assesses against Pass and Distinction criteria
	• Participates in consensus decision
	• Has final decision on award and grading

9. Delivering Consistent and Reliable Judgments

At the core of ensuring that judgments on competence are consistent, will be the detailed assessment criteria, which define what is required for each of the knowledge, skill and behaviour areas to be assessed, and the guidance issued by the Assessment Bodies.

A robust scoring matrix will be used by the Assessment Bodies to evaluate evidence against the assessment criteria derived from the competencies outlined in the standard. The guidance will contain information on what is required to pass the apprenticeship for the learning outcomes of knowledge, skills and behaviours set out in the assessment criteria, including examples of acceptable evidence for that employer. Each criterion will be scored to identify how well the apprentice has met the learning outcome. An assessment scale is shown below, the apprentice will have to score 3 or above in each of the assessment criteria to achieve a Pass.

1	2	3	4	5
Significant gaps in their ability to demonstrate the standard	Minor gaps in their ability to demonstrate the standard	Fully meets the Assessment Criteria	Some examples of exceeding the standard in some areas; meets in all other areas	Consistently exceeds the standard across most of the areas

While the opportunity to register as an Assessment Bodies will be an open process through the Register of Assessment Organisations managed by the Skills Funding Agency, alongside the requirements of registration it is expected that an Assessment Bodies will be able to demonstrate the ability to deliver the assessment plan and have relevant sector experience as agreed with the employer panel (or the capability to acquire) to undertake final assessment in the housing / property sector.

While it will be the Assessment Bodies responsibility to recruit assessors, it is expected that Assessment Bodies will, in consultation with the employer group agree criteria through which assessors are selected. Assessors should have;

- A minimum of 5 years relevant professional experience in the housing/property sector;
- professional knowledge and skills relevant to assessment; and
- meetings to review and test standardisation of grading.

All members of the assessment panel will receive training that covers an understanding of the overall apprenticeship, knowledge of the detailed standard and the scoring matrix and sample scoring exercises.

The qualification (where used) will be subject to quality assurance processes and consistency is assured as this will be marked by the appropriate awarding body and subject to quality assurance through OFQUAL.

The training provider will oversee the formative assessment process, undertaking internal verification processes to ensure reliability and consistency of judgements, which adds a further level of robustness to reliability and consistency.

The end point assessment in particular, will be subject to external verification by the Assessment Bodies, including moderation to ensure consistency and rigour in the judgements made.

We are considering employer led approaches for quality assurance and governance, and are working through the options with BIS.

10.   Delivering Accurate (Valid) Judgments

The Final Assessment is focused on evaluating the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Apprenticeship Standard. The Final Assessment process has been designed to provide a sound basis on which to base judgements of competence against the prescribed skills, knowledge and behaviours.

Independent assessors in addition to having appropriate experience of the sector will need to have achieved agreed standards with respect to assessment processes.

The process will be subject to internal quality assurance processes of the provider during the formative stage (as outlined previously) for example through internal verification.

The final assessment process will be subject to moderation and external verification carried out by the Assessment Bodies to validate the award of the apprenticeship.

11.   Graded Assessments

There are two possible grades of award relative to an apprenticeship success for the Housing/Property Apprenticeship - Pass and Distinction. For a distinction to be awarded the final assessment must be graded as distinction.

For the award of a pass, the candidate must have achieved a minimum score of a three based on the scoring structure set out in section 9, on all the assessment criteria set out in the final assessment.

The Assessment Bodies detailed guidance on the final assessment will determine the criteria for an award of distinction, but all of the assessment criteria assessed must be awarded a score of 4 or 5, as described in section 9, for a grade of distinction to be awarded.

Not achieved	Grade 1-2
Pass	Grade 3 min
Distinction	Grade 4 min

12.   Manageability / Feasibility

The approach builds upon good management and supervisory practice and builds relevant processes to ensure consistency. The process has been developed to be relevant to the future needs of the apprenticeship in the range of roles that are covered by the standard.

The approach to assessment has been developed with the needs of both Large and Small and Medium Enterprise businesses and across the private and affordable sectors in mind.

The Training Provider will have a key role to play, working with the employer, providing training as required, and arranging the Final Assessment.   The manageability/feasibility is assured through:

- Option to flex the amount of support required from the training provider – can be discussed and tailored (utilising the training provider's expertise) during contract discussions
- Processes such as e-portfolios will ensure evidence is gathered in a variety of forms and avoid overly bureaucratic processes
- Final Assessment interview will normally take place either face-to-face at business premises (or by video conferencing interview if deemed appropriate)
- Assessors will attend a training event prior to any engagement with the Final Assessment process. This will be face-to-face or virtual, depending on the location of individuals.
- Final agreement between the assessors will normally be made on the day of the assessment with notes documented to provide an audit trail of the final decision.

We know that there are approximately 360,00 people employed in the housing and property occupations in 2012, however there were only 368 apprenticeship starts in the year 2013/14 based on the current apprenticeship framework. We believe therefore that we can grow sustainably the numbers of apprenticeships through the new standards encouraging those undertaking generic frameworks to convert to Housing and property and meeting the sectors growth and skills needs, we therefore forecast at least 500 starts annually once the new standard is fully embedded The sector is fortunate in having professional bodies across its disciplines who have established pathways to professional recognition, hence there are a cohort of recognised professionals who could undertake assessment activity, this apprenticeship also build on a pre-existing framework so there is already awarding bodies who are also engaged in the sector.

The number of Assessment Bodies will not be restricted, providing they are recognised by the SFA, have relevant experience, uphold standards and secure the quality and consistency of

assessment, hence creating conditions for apprenticeships to grow.

13. Affordability

In developing this assessment approach employers have sought to keep the approach simple but effective, to use existing work-based performance assessment wherever possible to avoid duplication.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their business environment. Where additional support is required (for instance, in small businesses where Performance Management processes may not be as well defined, or line management skills may be less developed) the Training Provider can step in to offer their expertise.

Through the adoption of a formative, qualification and final assessment processes we believe we have struck a balance of effective and rigorous assessment and efficient and effective deployment of resources. Furthermore it is anticipated that costs will be minimised by the use of remote learning and assessment where appropriate (both in training the assessors and working with apprentices).

Given the increased role of employers in the assessment process a considerable amount of current on-going assessment is rationalised through the proposed approach. Further with an expanded market place for the apprenticeship it is anticipated that a wider cross section of employers and learners will be attracted to a sector wide approach leading to efficiencies in costs.

While it is early in the development of this approach we anticipate that this methodology with its improved employer led processes will be no more expensive to administer and deliver than the existing apprenticeship framework that it replaces.

We anticipate that the administration and quality assurance of the apprenticeship will result in the costs of assessment being no more than 20% of the overall costs of the apprenticeship.

14. Professional Body Recognition

The relevant professional bodies have supported and contributed to the design of this apprenticeship throughout the development process, and have confirmed their support of this standard and assessment plan through letters of endorsement, which have been submitted to BIS.

On completion of the apprenticeship successful candidates may apply to their professional body for recognition as outlined in the standard;

- Chartered Institute of Housing (CIH) at Member level.

- Association of Residential Letting Agents (ARLA) at Associate Grade or Member Grade (depending on length of service within the sector and within the organisation).

- Institute of Residential Property Management (IRPM) at Foundation Level or Associate Level (depending on length of service within the sector and within the organisation).

Annex 1 Housing and Property Management Assistant Assessment Criteria

Housing and Property Management Professionals Knowledge:

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)	Assessment Method
Legislation and regulation	Know the principles and practices of relevant landlord and tenant law, applicable Codes of Practice and relevant legal frameworks.	• Describe the main provisions of data protection, safeguarding and other relevant legislation as it applies to housing and property management • Describe the basic requirements of a contract and the special provisions relating to housing/property contracts • List the relevant codes of practice and published standards covering the social and private rented sectors • Describe the legislation and regulations as they apply to housing standards	Qualification/Test
Organisation background Information	Know the organisation's business plan, organisation values, the range of services available to customers/clients, team targets / key performance indicators and understand how their role fits into the organisation.	• Describe the impact of the principles, priorities and values of the organisation on the delivery of services to customers • Describe how personal and team objectives fit into the organisational plan • Describe the range of services that may be offered in the social or private rented sectors	Portfolio
Assets	Know the social and physical context of estates/neighbourhoods and how to report defects, common problems, health and safety issues and repairs to dwellings.	• Describe the basic principles of good neighbourhood management. • Describe how to report repairs and defects • Describe the relevant requirements of	Portfolio

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)	Assessment Method
		health and safety acts and policies, for housing management and maintenance	
Customers	Know the diversity of the communities which the business serves.	• Describe how organisation's services meet the diverse needs of a community.	End point/ Case study
Context	Know the current and historical context of the housing market, including social and affordable housing, private rented and owner occupation.	• Describe the basic background and context of the social and private rented housing sectors.	Exam/ Test
Range of services	Know the range of housing services. For example repairs and maintenance, allocations, lettings, tenancy sustainment, financial and social inclusion, energy efficiency and waste management, tenancy sustainability, anti-social behaviour, care and housing support services, rents and fees, service charges and portfolio accounts, and community involvement.	• Summarise the core services that housing or property management organisations deliver to their customers	Portfolio
Quality Standards	Know the quality standards of the business. Examples include standards of the neighbourhood / property / building and customer service.	• Summarise the quality standards for departments you work and how they are measured,	End point / Case study

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)	Assessment Method
Organisation policies	Know the principles, policies and practices of the organisation they work for in terms of customer care, complaints handling, employee code of conduct, team working, risk assessments personal safety, data protection, health and safety, equality and diversity, safeguarding and business communications.	• Describe how organisational principles and policies impact on the delivery of services • List key organisational policies and how they relate to the way services are delivered	Portfolio/ Test/Exam

Housing and Property Management Professionals Skills:

Apply the knowledge outlined above effectively in order to:

Skill	What is required (Competence?)	Assessment Criteria (What does good look like?)	Assessment Method
Customer Service	Be able to apply a range of customer service skills in order to provide a professional, accurate, timely, ethical and non-judgemental front line service which meets the needs of a diverse range of customers and stakeholders.	• Builds rapport with customers and demonstrates empathy and understanding when dealing with them. • Responds to customers, colleagues & partner organisations in a timely, accurate fashion in accordance with service standards and company policies.	Case Study/ Portfolio
Respond to vulnerability	Uses appropriate levels of skill and judgment to understand the needs of vulnerable individuals and groups (including those with complex needs) and respond appropriately.	• Builds rapport with vulnerable customers to assess individual or group needs • Responds appropriately to the needs of vulnerable customers, both individuals and groups, including those with complex needs	Portfolio
Communication	Demonstrate effective and appropriate communication skills to enable timely identification and resolution of issues. Be able to sign post of customers who need additional support to other colleagues	• Adapts and uses the appropriate method and style of communication to changing circumstances and needs. • Signposts customers to appropriate services and support.	Case Study / Portfolio

	and/or partner agencies.		
Administration	Be able to apply a range of administration skills in order to support a range of housing and property related services	• Demonstrates effective administration skills which support housing and property related services • Adapts and uses appropriate administration skills to suit the task in hand to ensure the task is completed effectively	Portfolio
Information collection / sharing	Understand and be able to use a variety of methods to collect and present information such as resident, neighbourhood and property data in an effective manner. Information and data must be collected, recorded and presented accurately.	• Collects, records and stores information that is accurate, sufficient, relevant and in line with the organisation's policies • Uses a variety of methods to collect and present information effectively	Case Study / Portfolio
Team work	Work with internal colleagues and external partners to achieve individual, team and business targets. Work with colleagues to identify solutions to problems.	• Achieves individual, team and business outcomes through working collaboratively with colleagues, teams and external partners. • Demonstrates the ability to work with colleagues to resolve problems.	Case Study / Portfolio
Time management	Organise and plan work in a flexible manner to ensure tasks are prioritised and completed within agreed timescales.	• Demonstrates the ability to organise, prioritise and plan their workload to meet deadlines • Seeks clarification from their manager if the	Portfolio

		• deadline are unclear • Raises concerns about meeting deadlines before the deadline passes	
Tools and equipment	Effective use of digital equipment and software, including housing and property management software. The appropriate use of work equipment.	• Demonstrates proficient use of digital equipment and software to perform housing/property related tasks • Demonstrates the appropriate use of work equipment • Complies with appropriate organisational and regulatory requirements relating to the use of digital equipment and software.	Portfolio
Decision making	Effective decision making in order to ensure work tasks are completed in line with instruction and on time.	• Demonstrates effective decision making to ensure work tasks are completed on time • Demonstrates the ability to follow instructions and meet deadlines • Asks for advice when making decisions and following instructions if unclear or the deadline is not going to be achieved.	Case Study/ Portfolio

Housing and Property Management Professional Behaviours:

Behaviours	What is required (Competence?)	Assessment Criteria (What does good look like?)	Assessment Method
Responsive	Takes timely and responsive action to instructions given, building towards working independently.	• Delivers a timely performance with energy and takes responsibility and accountability for quality outcomes.	Case Study
Trust and Integrity	Develops trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.	• Demonstrates integrity and ethical behaviour in the way they do their job.	Portfolio
Adaptability	Willingness to accept changing priorities and work patterns	• Responds positively to change and shows willingness to refocus priorities when required.	Portfolio
Dependability	Meets personal commitments and expectations of others.	• Consistently meets personal commitments and customer expectations for quality, service and professionalism.	Portfolio
Personal commitment	Takes responsibility for their own personal development, safety and training. Act as an ambassador for the organisation.	• Takes ownership and seeks ways in which to develop own knowledge and skills within the role. • Shows a genuine determination to learn and develop themselves. • Displays confidence and professionalism when dealing with people and representing the organisation	Portfolio

Customer Care	Demonstrates a responsive approach to customer and client needs, and has an awareness of the organisation's impact on customers and their lives.	• Demonstrates a genuine interest and care towards their work. • Shows consideration and flexibility to people	Case Study
Team work	Be an effective team player, accepts responsibility for their work.	• Is an enthusiastic and positive team member. • Demonstrates an open and honest communication style • Takes responsibility for their work and understand how this supports the team	Case Study