

422

PROMOTE HOUSING OPPORTUNITIES FOR INDIVIDUALS

Unit overview

Elements of competence

- 422a Raise awareness of the housing needs of individuals
- 422b Negotiate and agree housing for individuals

About this unit

For this unit you will need to promote and negotiate housing for individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Awareness raising audiences: People and organisations who are able to offer housing to individuals; staff employed to support or care for residents (eg in supported housing schemes, community housing, residential care); residents' associations; other groups within the wider community; trade unions; employers' associations; local government officers, estate agents.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Housing: supported lodgings; residential support; hostels; supported flats/housing; floating support; housing associations; estate agencies.

People and organisations who are able to offer housing to individuals: those who build/develop housing for sale or rent; those who own housing for sale or rent; those who manage access to housing (eg local government planners and housing officers, housing association managers, those who manage community or residential homes).

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals¹, key people and others within and outside your organisation.

¹If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

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Unit overview (continued)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

²The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Awareness raising audiences	The people and organisations who need to be made aware of the needs of and the benefits to individuals of accessing housing
Housing	Housing may be needed to cater for those individuals who are actively seeking accommodation as a result of homelessness or as a result of changing accommodation needs
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Reasonable adjustments	Adjustments that could reasonably be expected to be made to accommodate the needs of individuals
Rights	<p>The rights that individuals have to:</p> <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way they choose• access information about themselves• communicate using their preferred methods of communication and language

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422a

Raise awareness of the housing needs of individuals

Performance criteria

You need to show that:

- 1 You identify, contact, meet and communicate appropriately with people and organisations to establish their interest in the value of housing for **individuals**
- 2 you present clear, accurate and relevant information to **awareness raising audiences** about:
 - the relationship between and benefits that appropriate **housing** can bring to individuals
 - the impact of discrimination, oppression and social exclusion on individuals
 - ways of offering housing to individuals
- 3 You give people the opportunity to ask questions and confirm their understanding of the information provided
- 4 You seek further support and advice in areas that are outside your expertise to deal with
- 5 You refer people and organisations who need information and advice that is outside your expertise to provide, to other appropriate sources
- 6 You challenge constructively, attitudes and behaviour which are ill informed, misguided, abusive or discriminatory
- 7 You identify and encourage people and organisations to become champions in the provision of housing for individuals and support them to raise the awareness of other people and organisations

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422b

Negotiate and agree housing for individuals

Performance criteria

You need to show that:

- 1 You encourage people and organisations to consider their capacity and any **reasonable adjustments** that they could make to enable them to offer housing to individuals
- 2 You evaluate the willingness and ability of people and organisations who are able to offer housing to individuals
- 3 You identify people and organisations who are suitable and able to provide housing
- 4 You examine with people and organisations who are suitable and able to provide housing:
 - the potential challenges and rewards
 - any resources which will be required
- 5 You clearly explain your role and responsibilities to people and organisations who can provide housing to individuals
- 6 You discuss and agree with people and organisations that have agreed to offer housing:
 - the number of places they are able to provide
 - the specific opportunities they can offer
 - any reasonable restrictions on those to whom the housing would be made available
 - any reasonable adjustments (beyond those that are legally required) they will need to make and who will resource and make the adjustments
 - any issues which may affect agreements for housing
- 7 You confirm agreements in writing and take appropriate actions to enable the housing to be accessed
- 8 You record and report processes and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

Values

- 1 The ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this
- 2 How to apply the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures

- 3 The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work
- 4 The role of the agency and its services and how they relate to other agencies and services in the sector
- 5 The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- 6 Any particular factors relating to the agency's policies and practices which affect the work undertaken
- 7 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice

- 8 Theories, principles and practice into the relationship between housing and the benefits to the well-being of individuals
- 9 Evidence based practice in promoting housing for those individuals' needs and how to apply this evidence to your own work
- 10 Methods of presenting information and encouraging interest in and about the role of housing in meeting individual needs and promoting well-being
- 11 National and local schemes and agencies (statutory, private and voluntary) which are involved in providing, promoting or creating housing, for whom they are designed and how to access them
- 12 The range of local housing, the forms these take, who may be eligible and how to access them
- 13 The potential concerns which people and organisations may have regarding offering opportunities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions
- 14 How to gauge the level of interest and ability of people and organisations who may offer housing to individuals
- 15 How to alter communication when working with different individuals and representatives of different agencies
- 16 The options for promoting housing and which are the most appropriate options for the people and organisations concerned
- 17 Methods for assessing and managing risk
- 18 Methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work

Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg communication records, reports and records; minutes of meetings. Policies and procedures, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to people and organisations.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB Confidential records do not require to be included in your portfolio of evidence. These can remain where they are normally stored and checked by your assessor and internal verifier. If they are included, they must be anonymised.