Assessment Plan
Housing / Property Management Level 3

Introduction/Overview

The apprenticeship has been developed to prepare an entrant to an 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. The apprenticeship has been developed to meet the needs of housing/property professionals within the private and affordable housing sectors, 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 form of the synoptic end point assessment. The duration of the apprenticeship is anticipated to be 18-24 months; hence the assessment approach aligns with the need to gather evidence throughout this period of development.

The plan has been developed by an employer led group, with the valuable insight and input of assessment and provider specialists who have helped shape the final approach.

Our approach is based on and builds on good operational management processes and seeks to ensure that the processes and outcomes are based on relevant and realistic assessment of competence to undertake the role of a housing/property professional. Central therefore to this approach is 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. However there is recognition of 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 five main components of the assessment:

Formative assessment

- A portfolio of evidence developed through a formative assessment process
- Completion of an agreed qualification/assessment of knowledge
- Completion of English and mathematics at Level 2
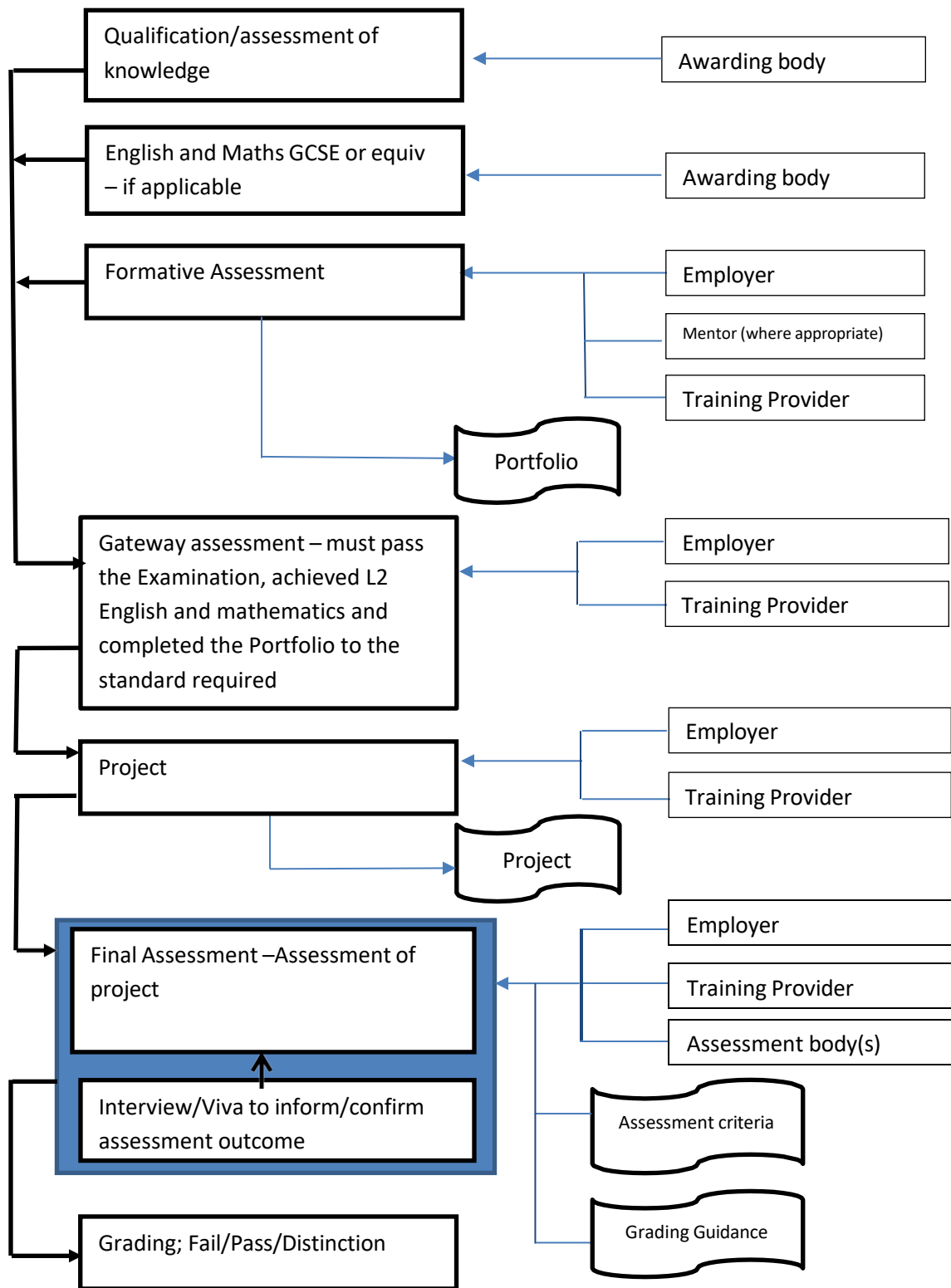
End point assessment

- A work based project
- A panel interview/viva

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

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1 Diagrammatic of process

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Qualification/assessment of          ◄──────  Awarding body
knowledge

English and Maths GCSE or equiv      ◄──────  Awarding body
– if applicable

Formative Assessment                 ◄──────  Employer
                                              Mentor (where appropriate)
                                              Training Provider

                    Portfolio

Gateway assessment – must pass       ◄──────  Employer
the Examination, achieved L2                  Training Provider
English and mathematics and
completed the Portfolio to the
standard required

Project                              ◄──────  Employer
                                              Training Provider

                    Project

Final Assessment –Assessment of      ◄──────  Employer
project                                       Training Provider
                                              Assessment body(s)
Interview/Viva to inform/confirm
assessment outcome                            Assessment criteria

                                              Grading Guidance

Grading; Fail/Pass/Distinction
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2   Knowledge

Employers have agreed that apprentices must be able to demonstrate a sound knowledge of housing/property principles during the first 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. 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 the respective Awarding Bodies, working with employers in the sector 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, with guidance from employers

3   English and Mathematics

Apprentices without Level 2 English and maths will need to achieve this level prior to completion of their Apprenticeship.

4   Recommended Formative Assessment

The type of roles within housing/property management, lend themselves to an approach based on formative assessment with appropriate supportive supervision that ensures regular review and reflection on the learning derived through practice. This approach integrates with accepted performance management processes to monitor progress against agreed milestones, collect relevant evidence and address learning needs.

Throughout this process a portfolio will be gathered, which will evidence the formative assessment. It is anticipated that the development of the methodology, agreed templates and processes will be established by the training providers to assist employers/apprentices in gathering the relevant evidence.

This approach will include

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

Regular reviews between the Line Manager and Training Provider (aligned with the performance management process) will take place to ensure that the necessary evidence is

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being gathered and the apprentice is making progress towards their goals. The portfolio while an important component of ensuring the apprentice is competent does not form part of grading process.

Employers role	• Provide support training and direction to the apprentice and ensure that they acquire the relevant skills and knowledge • 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
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	In addition many organisations will appoint a mentor for the apprentice, independent of the line management arrangements. This role is principally to provide a point of contact for the apprentice, address welfare concerns and to role model appropriate behaviours. In a similar manner the mentor will periodically meet with the line manager to discuss progress and any concerns

5 Gateway for progressing to final assessment

The Employer and Training provider will review the portfolio to ensure that the apprentice has completed all the criteria to the required standard, has successfully passed the qualification or assessment of knowledge and achieved the required level 2 standards in English and mathematics, and the apprentice is suitably prepared to advance to the final assessment process.

6 Project

The project component has been developed as a synoptic assessment, which will generate evidence for the final assessment, through the demonstration of applied knowledge and skills. The project will be completed towards the end 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. The project will be a

practical work based assignment, specified by the Assessment Body[1], which will cover a wide selection of the skills and knowledge criteria across the whole of the apprenticeship standard. The Assessment Body will specify the conditions applicable to the project including the timescales to complete, guidance and example projects will be developed to illustrate the level of detail and expectations of the project.

The project will consist of a practical activity with direct relevance to the role of the housing/property management role. It will provide opportunity to demonstrate the knowledge ,skills and behaviours outlined in the assessment criteria outlined for the standard. It might for example outline the practical application of a policy or impact of legislation in the operation of a housing management function and how this is applied within the apprentice's area of work. It is expected to stretch both theoretical understanding and practical application of this and in that sense test real acquired skills and knowledge. It will be necessary to interact with colleagues and tenants in developing and executing the activity. Finally the apprentice will be required to develop and provide a diary and report of the project activity which will be form the basis of the final assessment

It is anticipated the project would be set in the final 6 months of the apprenticeship, taking account of the skills and knowledge acquired, and will provide material for the final assessment process. The project will determine the grading achieved as outlined in section 9

7   Final Assessment Process

The components of the Final Assessment (project assessment and interview/viva) require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the standard.

The panel will first review the completed project 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 project written submission and assessing the overall competence of the apprentice in the context of the standard and assessment criteria.

The assessors (the panel would comprise the line manager, training provider and an independent assessor appointed by the assessment body 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.

An interview /Viva, based on the project, 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 project. The interview/viva would commence with a short presentation by the apprentice of their project followed by a series of questions from the assessment panel. The focus of the final assessment 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

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[1] Assessment body will be selected by the employer

assessment criteria, derived from the competencies set out in the standard; see Appendix 1, which which will be further developed by the assessment body once the assessment has been approved.

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

Where necessary, the assessment team may draw upon other components of the assessment, qualification/knowledge assessment and portfolio to assure themselves that a particular area of skills, knowledge or behaviours have been addressed.

The assessment panel are 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 body) has the final decision on the recommendation to award.

8 Independence and impartiality

While the approach is based on an objective view of assessment, the inclusion of an independent (third party) assessor in the Final Assessment panel, adds an independent view. The independent assessor appointed by the Assessment Body(s), will have relevant experience within the sector as well as recognised competence in assessing the awarding criteria, and brings impartiality and objectivity to the assessment process. Assessment Bodies will be required to ensure that independent assessors are entirely neutral and that they have no previous knowledge or experience that could lead to a conflict of interest, or impact on the integrity of the assessment process.

Impartiality is delivered through the requirement for a unanimous decision by the three parties and the fact that no single party who has been involved in delivery can make the sole decision on competence. However, if a consensus cannot be established, the independent assessor appointed by the Assessment Body(s) will have the ultimate decision in reference to the award.

Further, the decision of the panel will be subject to moderation by the Assessment Body(s) 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 Body(s) would undertake monitoring of the standards over time, reviewing and comparing assessment outcomes from different apprentices, employers and training providers and taking action to ensure that the process and outcomes remain standardised.

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 independently 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 Body(s) regarding the assessment process and arrangements for the Final Assessment • Ensures consistency through internal verification processes • Provides training in the assessment process (including use of tools and application to ensure consistency) for employer involved in end point assessment and interview
	During the final assessment	• Brings a view of the apprentice from supporting them through the apprenticeship • Scores all components of the Final Assessment independently of the other assessors • Assesses against Pass and Distinction criteria • Participates in consensus decision
Assessor – appointed by Assessment Body		• Chairs the final assessment process • Independent view as they will not have had any prior involvement in the apprenticeship or with the apprentice. • 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 • Final decision on award, if consensus not reached

9   Delivering Consistent (Reliable) Judgments

At the core of ensuring that judgments on competence are consistent, will be the detailed assessment criteria (see Appendix 1), which define what is required for each of the knowledge, skill and behaviour areas to be assessed, and the guidance issued by the Assessment Body(s).

A robust scoring matrix will be developed by the assessment body(s)that will be used by all assessors 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. A scale is shown below - the apprentice will have to score 3 or above in each of the competencies 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 it will be the Assessment body's responsibility to recruit assessors, it is expected that assessment bodies will agree and confirm consistent criteria through which these assessors are selected. This should include as a minimum relevant professional experience in the housing/property sector alongside professional knowledge and skills relevant to assessment.

Consistency of approach by assessors will be achieved through training of all assessors led by the Assessment Body(s). This will cover an understanding of the overall apprenticeship; knowledge of the detailed standard; the scoring matrix; examples of evidence relevant to that particular employer and sample scoring exercises.

Consistency of assessors judgements will be achieved through training and standardisation activity by the respective assessment body, which will include an understanding of the overall apprenticeship; knowledge of the detailed standard; assessment plan and grading. The quality assurance processes adopted to ensure consistency across the assessment bodies will test the rigour and effectiveness of these processes.

While the opportunity to register as an assessment body will be an open process through the ROAO managed by the SFA, alongside the requirements of registration it is expected that organisation will be able to demonstrate the ability to deliver the assessment plan and have relevant sector experience (or the capability to acquire) to undertake final assessment in the housing and property sector.

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 Body(s), including moderation to ensure consistency and rigour in the judgements made.

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) through internal verification processes ensuring evidence is robust and valid.

The final assessment process will be subject to moderation and external verification carried out by the Assessment Body(s) 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 Body(s) in its 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.

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 SME 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, 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.

The flexibility of approach outlined below, plus the additional payment that Government is proposing to provide to small businesses offering apprenticeships, will make this an affordable apprenticeship model for small and large businesses alike.

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.

14 Professional Body Recognition

While professional bodies do not have a role in the assessment process (unless they establish their own assessment bodies) they have an important role in ensuring and upholding the overall

standards of professional skills across the sector through their membership recognition, development of qualifications and knowledge. In reviews of standards and assessment plans therefore they are an important stakeholder.

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, apprentices will be able to apply to the following for membership:

- Chartered Institute of Housing (CIH) at Certified Practitioner level – the apprentice will need to produce their apprenticeship certificate.

- Association of Residential Letting Agents (ARLA) at Member Level. The apprentice will need to be working in the sector at the time of application. They will need to produce their apprenticeship certificate, complete a declaration form, and meet the professional and academic requirements of ARLA.

- Institute of Residential Property Management (IRPM) at Associate Level. The apprentice will need to produce their apprenticeship certificate and evidence that their training programme has matched the L2 syllabus approved by the IRPM. If the training programme does not meet IRPM requirements the apprentice will be expected to sign up for an online training course.

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Appendix 1 Initial outline Housing and Property Management Assessment Criteria

Housing and Property Management Professionals Knowledge:

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)
Legislation and regulation	• Understand the principles, practices and legislation relating to current landlord and tenant law for the letting, maintenance and termination of a variety of tenancy types, including but not limited to: shorthold, assured, secure, long leasehold and shared ownership. • Understand the principles, practices and legislation as it applies to governance, court proceedings, contracts, data protection, safeguarding and other relevant areas • Understand legislation and regulations as they apply to housing standards	• Summarise the issues relating to the letting of property in the social and private rented sectors • Explain the main provisions of data protection, safeguarding and other relevant legislation as it applies to housing and property management • Explain the basic requirements of a contract and the special provisions relating to housing/property contracts • Summarise the codes of practice and published standards covering the social and private rented sectors • Explain the legislation and regulations as they apply to housing standards
Organisation background Information	Understand the principles, priorities and values of the organisation they work for, including an awareness of the business plan, the range of services available to clients and customers, , the roles and responsibilities of others and team targets and or Key Performance Indicators.	• Describe the impact of the principles, priorities and values of the organisation on the delivery of services to customers • Explain how personal and team objectives fit into the organisational plan • Explain the range of services that may be offered in the social or private rented sectors
Assets	Understand the social and physical context of estates /neighbourhoods and how to resolve defects, common problems, health and safety issues and repairs to dwellings.	• Explain how design and layout of neighbourhoods can impact upon community safety. • Explain the systems used to deliver economic, efficient and effective asset management programmes e.g. planned and programmed maintenance, improvements, major repairs, cyclical (including annual maintenance) • Explain the process for delivering an economic, efficient and effective responsive repairs service • Diagnose common housing/building/property defects • Describe the requirements of health and safety acts and policies, for housing management and maintenance including utilities, fire, chemical

Knowledge	What is required (Competence?)	Assessment Criteria (What does this look like?)
		and biological hazards etc..
Customers	Understand the diversity of the communities which the business serves.	• Describe how national equality and diversity legislation applies to housing services provision. • Explain the diversity of housing service users and their needs • Explain sources of good practice guidance to meet the diverse needs of customers. • Explain how organisation's services meet the diverse needs of a community.
Context	Understand the current and historical context of social / rented / affordable housing and the broader housing market.	• Explain the origins of the housing sector to include local authority social housing, the housing association movement and the private rented housing sector. • Summarise the impact of the wider housing market on the development of the local authority, housing association and private rented housing sectors
Range of services	Have an appreciation of the range of applicable housing services for example repairs and maintenance, allocations, lettings, tenancy sustainment, financial and social inclusion, anti-social behaviour, care and supported housing, rents, service charges and portfolio accounts and community involvement.	• Summarise the core services that housing or property management organisations deliver to their customers
Organisational policies	Understand the principles, policies and practices of the organisation they work for in terms of customer care, employee code of conduct, team working, risk, personal safety, health and safety, equality and diversity, safeguarding and business communications.	• Explain how organisational principles and policies impact on the delivery of services • Describe key organisational policies and how they relate to the way services are delivered

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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?)
Customer Care	Apply a range of customer care 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. • Recognises and responds to different types of customers including those who are vulnerable, with additional and complex needs.
Communication	Demonstrate appropriate communication skills to enable timely identification and/or resolution of issues for customers and appropriate signposting to other colleagues and/or partner agencies.	• Adapts and uses the appropriate method and style of communication to changing circumstances and needs. • Asks questions and challenges others positively. • Signposts customers to appropriate services and support.
Collaborative working	Work collaboratively with colleagues and partners to achieve individual, team and business targets.	• Achieves joint outcomes through working collaboratively with individuals and teams.
Information collection and sharing	Use a variety of methods to identify, collect and communicate technical and other information in a confident and effective manner.	• Collects, records and stores information that is accurate, sufficient, relevant and in line with the organisation's policies. • Presents and shares information using a variety of methods. • Adopts the most appropriate way to communicate relevant information to stakeholders.
Influencing and negotiating skills	Influence and negotiate with customers, partners and suppliers.	• Secures mutually beneficial outcomes through assertive negotiation with customers, partners and suppliers • Consistently seeks value for money in procurement to ensure efficiency and quality.
Self-management	Organise and plan their own work to ensure tasks are completed and deadlines met.	• Plans time and priorities to meet business needs and to complete work on time

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		• Raises concerns about workload and timescales before crises arise'
Problem solving	Use a problem solving and flexible approach in their day to day duties.	• Takes ownership for the investigation and analysis of problems to achieve solutions in line with customer standards. • Escalates problems to relevant managers that cannot be solved and follows through to ensure action has been taken. • Reviews the outcomes of investigations to determine lessons learnt and identify best practice'
Tools and equipment	Effective use of IT equipment and software, through administration and the appropriate use of work equipment	• Demonstrates proficient use of IT systems to perform housing/property related tasks. • Complies with appropriate regulatory requirements relating to the use of IT equipment'
Decision making	Effective decision making in order to apply the businesses objectives and priorities.	• Makes effective decisions in the context of the company's objectives and priorities

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Housing and Property Management Professional Behaviours:

Behaviours	What is required (Competence?)	Assessment Criteria (What does good look like?)
Responsive	Takes timely and responsive action to address issues	• Delivers a timely performance with energy and takes responsibility and accountability for quality outcomes.
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.
Adaptability	Willingness to accept changing priorities and work patterns	• Responds positively to change and shows willingness to refocus priorities when required.
Independence	Work independently and effectively without close supervision.	• Manages own time well, adjusting schedules, tasks and priorities when necessary.
Dependability	Meets personal commitments and expectations of others.	• Consistently meets personal commitments and customer expectations for quality, service and professionalism.
Personal commitment	Takes responsibility for their own personal and professional development.	• 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.
Resilience	Has a high level of resilience, tenacity and calmness	• Acknowledges own emotional and professional limits and seeks help when necessary. • Responds calmly and consistently in all situations.
Role model	Acts as an ambassador / role model for their employer with customers and partners.	• Displays confidence and professionalism when dealing with people. • Demonstrates the importance of dealing with people in an honest and up-front manner.
Customer Care	Demonstrates a responsive approach to customer needs and understands their personal impact on customers and their lives.	• Demonstrates a genuine interest and care towards their work. • Shows consideration and flexibility to people. • Consistently offers guidance and support to others.
Team work	Values team work and is an effective team player, accepts	• Is an enthusiastic and positive team member.

responsibility for the work of themselves and others. (collaborative)	• Shares knowledge, ideas and experiences with wider team to assist with continuous improvement.
	• Demonstrates an open and honest communication style.