



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Understanding Tenant Support in Social Housing
Ofqual qualification number (QN)	603/4273/0
Guided learning hours (GLH)	105
Total qualification time (TQT)	130
Minimum age	16
Qualification purpose	This qualification is designed for learners who want to improve their knowledge of the functions of housing associations and ways in which their tenants can be supported. It will support learners within the housing sector to develop their knowledge of how to better support tenants. Learners may also progress onto further study.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4273/0.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of the social housing sector
- provide knowledge for those seeking employment in, or recently employed in the social housing sector.

The objectives of this qualification are to:

- gain an understanding of the social housing sector
- understand the principles of customer service in the social housing sector
- understand how to identify, record and report potential issues experienced by tenants.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners who wish to improve their knowledge of supporting tenants in the housing sector.

This qualification is suitable for learners aged 16 and above.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **5** units from the mandatory units.



Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
 - level 2 adult social care
 - level 2 health and social care
 - level 2 in customer service.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the NCFE CACHE Level 2 Certificate in Understanding Tenant Support in Social Housing (603/4273/0).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.



If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including, level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



Unit 01 Introduction to the social housing sector (T/617/5097)



Unit summary			
This unit provides learners with an introduction to the housing sector and the specific customer service requirements within it. It also introduces learners to generic referral groups available to tenants and explains the different ways these services can be accessed.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the housing sector	1.1 Outline the history of registered social landlords
	1.2 Describe the different types of social housing organisations
	1.3 Identify the different people that might use social housing
	1.4 Describe the range of services provided by social housing
	1.5 Outline the provision available through supported accommodation
	1.6 Describe the relationship between a landlord and their tenants
	1.7 Identify current government legislation relating to housing associations and their functions
	1.8 Identify potential career progression routes within the housing sector
2. Understand customer service in the context of the housing sector	2.1 Explain the purpose of customer service
	2.2 Explain the term 'service offer'
	2.3 Outline the specific needs of tenants within a housing association
	2.4 Explain the importance of good communication in customer service
	2.5 Identify barriers to providing effective customer service
	2.6 Identify ways to overcome barriers to providing effective customer service
3. Know how to direct tenants to useful support services and information	3.1 Identify support services that tenants could be referred to
	3.2 Identify sources of information and support for tenants
	3.3 List community engagement activities available to tenants in own local area
	3.4 Explain the benefits of community engagement in the housing sector

Delivery and assessment guidance
<p>1.1 Learners must provide an overview of the history of housing, to include:</p> <ul style="list-style-type: none"> Victorian philanthropic organisations (for example, Peabody, Guinness) the emergence of modern not-for-profit housing associations during the 60s and 70s influential housing acts introduced in the 80s (for example, The Housing Act 1988) development of registered social landlords into organisations operating in the present day. <p>1.2 Learners must describe the following types of social housing:</p> <ul style="list-style-type: none"> housing associations (HAs) arms-length management organisations (ALMOs)



Delivery and assessment guidance

- mutual
- co-operatives
- stock-transfers
- tenant management organisations (TMOs)
- hostels
- refuge
- temporary accommodation (bed and breakfast (B&B) and shared rentals)
- private rentals.

1.5 Learners must explain provision within ‘extra care housing’.

When considering provision within ‘extra care housing’, learners should think about specialist supportive living and supported housing for older people.

1.6 Learners must address legal relationship.

2.2 Learners can identify their own role in the provision of the service offer.

3.1, 3.2 Learners must address local and national sources of support and information.

3.1, 3.2, 3.3, 3.4 Learners must include digital sources of support and information (for example, social media groups, housing associations’ own bespoke applications).

3.2 Learners must identify sources of employability skills and money management advice for tenants.

3.3 Learners must identify organisations/groups as well as the activities they offer.

3.4 Learners must consider the benefits of community engagement from the perspective of both the tenant and the landlord.

In the context of the Social Housing Regulation Act 2024, learners should consider:

- tenants voice
- resident panels.

Types of evidence

Evidence could include:

- case studies
- questioning
- coursework
- research documents
- presentations.



Unit 02 Understand the principles of safeguarding and equality and diversity (F/617/5099)



Unit summary			
In this unit learners will be introduced to the principles of safeguarding and equality and diversity.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by the term safeguarding	1.1 Define the term 'safeguarding'
	1.2 Identify key and current legislation relating to safeguarding
	1.3 Identify key components of safeguarding policy used by a housing association
	1.4 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	1.5 Outline the principles of confidentiality related to tenant information
	1.6 Describe what whistleblowing is
2. Understand what is meant by equality and diversity	2.1 Define the following terms: <ul style="list-style-type: none"> • equality • diversity.
	2.2 Explain the purpose of equality legislation
	2.3 List the protected characteristics contained within equality legislation
	2.4 Explain the negative effects of stereotyping and labelling
	2.5 Explain the negative effects of prejudice and discrimination
	2.6 Explain the value to communities in creating and maintaining a diverse environment
	2.7 Identify the support services and groups that exist within a community to ensure equality and diversity is maintained

Delivery and assessment guidance
3.3 Learners must include how national policy and legislation influence housing association policy.
1.4 Learners must cover a minimum of three different agencies. The listing of names and roles is not sufficient to meet the needs of this assessment – an explanation is required to prove knowledge and comprehension.
2.4 Learners must include real world examples of stereotyping and how this affects the individual.
2.5 Learners must include real world examples of prejudice and discrimination and how these affect individuals.



Types of evidence

Evidence could include:

- case studies
- questioning
- coursework
- research documents
- presentations.



Unit 03 Understand mental and physical ill-health (K/617/5100)



Unit summary			
This unit provides learners with information regarding prevalent mental and physical ill-health conditions, that tenants may experience. It also equips the learners with the knowledge of how to correctly record and report these conditions.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to recognise and report mental ill-health	1.1 Define what is meant by mental health and mental ill-health
	1.2 Describe factors contributing to good mental health
	1.3 Identify relevant legislation in relation to mental ill-health
	1.4 Outline the responsibilities of landlords in relation to supporting tenants experiencing mental ill-health
	1.5 Identify examples of mental ill-health
	1.6 Explain how to record and report if mental ill-health of a tenant is suspected
2. Understand how to recognise and report physical ill-health	2.1 Define what is meant by physical health and physical ill-health
	2.2 Describe factors contributing to good physical health
	2.3 Describe the risk factors associated with developing physical ill-health
	2.4 Identify examples of physical ill-health
	2.5 Explain how to record and report if physical ill-health of a tenant is suspected
3. Understand how to recognise and report possible dementia	3.1 Define the term 'dementia'
	3.2 Describe some of the ways dementia may affect an individual and their life
	3.3 Identify the possible signs that suggest an individual may have dementia
	3.4 Explain how to record and report if dementia in a tenant is suspected

Range
1. Understand how to recognise and report mental ill-health
1.4 Responsibilities: to cover landlord required action as well as limitations when dealing with tenants with mental health conditions.
2. Understand how to recognise and report physical ill-health
2.1 Physical ill-health for example: <ul style="list-style-type: none"> • sensory impairment • cardiovascular disease • respiratory disease • musculoskeletal conditions • neurological conditions.



Delivery and assessment guidance

Within this unit, learners are required to identify potential difficulties related to health that tenants may be experiencing. The learner is not expected to have any specialist knowledge and they should be made aware of the boundaries of their responsibility in these areas. Learners could consider post-traumatic stress disorder (PTSD), stigma, discrimination and psychiatric diagnosis.

If using real world examples, learners must not include names or identifying information related to specific tenants or others. Information must be anonymised.

1.3 It is important that learners focus on the current and relevant legislation.

1.6 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate. Learners must also include their limitations in respect of reporting suspected mental ill-health.

2.5 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate. Learners must include their limitations in respect of reporting suspected physical ill-health.

1.4 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate. Learners must include their limitations in respect of reporting suspected dementia.

Types of evidence

Evidence could include:

- case studies
- questioning
- coursework
- research documents
- presentations.



Unit 04 Understand reasons for problematic behaviour (M/617/5101)



Unit summary			
This unit provides learners with information regarding potentially challenging behaviour in the community. It also provides learners with the knowledge of how to correctly record and report these issues.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand behaviour that challenges	1.1 Explain what is meant by behaviour that challenges
	1.2 Explain why people present with behaviour that is perceived as challenging
	1.3 Describe the possible underlying causes for behaviour that challenges
	1.4 Describe professional boundaries when encountering individuals exhibiting behaviour that is perceived as challenging
	1.5 Explain how to record and report incidents of behaviour that challenges
2. Understand substance misuse	2.1 Identify substances which are often misused
	2.2 State reasons why people might misuse substances
	2.3 Identify signs and symptoms that may indicate the use of substances
	2.4 Identify the impact of substance misuse on individuals, communities and society
	2.5 Explain how to record and report a tenant suspected of substance misuse
3. Understand antisocial behaviour	3.1 Explain what is meant by antisocial behaviour
	3.2 Identify behaviour that may be considered antisocial
	3.3 Explain the possible reasons for this behaviour
	3.4 Describe professional boundaries when encountering individuals exhibiting behaviour that is perceived as antisocial
	3.5 Identify the impact of antisocial behaviour on individuals, communities and society
	3.6 Explain how to record and report incidents of antisocial behaviour

Range
2. Understand substance misuse
2.1 Substances can include:
<ul style="list-style-type: none"> • illegal • legal • prescription • alcohol.



Delivery and assessment guidance

If using real world examples, learners must not include names or identifying information related to specific tenants or others. Information must be anonymised.

1.2 Learners could consider post-traumatic stress disorder (PTSD), stigma, discrimination and psychiatric diagnosis.

2.4 Learners can explain general recording and reporting principles, as well as provide real world examples, if appropriate.

2.5 Learners can explain general recording and reporting principles, as well as provide real world examples, if appropriate.

3.2 and 3.3 Learners must identify that extremist beliefs can manifest as antisocial behaviour.

3.6 Learners can explain general recording and reporting principles, as well as provide real world examples if appropriate.

Types of evidence

Evidence could include:

- case studies
- questioning
- coursework
- research documents
- presentations.



Unit 05 Understand issues affecting isolated tenants (T/617/5102)



Unit summary			
This unit provides learners with information regarding possible issues which could affect isolated tenants and provides learners with the knowledge of how to correctly record and report these issues.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the issue of loneliness	1.1 Explain the signs and symptoms of loneliness
	1.2 Explain why loneliness is not always recognised
	1.3 Identify the support available for tenants experiencing loneliness
	1.4 Explain how to record and report if loneliness is suspected
2. Understand the term 'mate crime'	2.1 Define the term 'mate crime'
	2.2 Explain the motives behind the practice of 'mate crime'
	2.3 Identify circumstances which may make an individual more susceptible to 'mate crime'
	2.4 Identify signs which may point to an instance of 'mate crime'
	2.5 Explain how to record and report if 'mate crime' is suspected
3. Understand the term 'cuckooing'	3.1 Define the term 'cuckooing'
	3.2 Explain the motives behind the practice of 'cuckooing'
	3.3 Identify circumstances which may make an individual more susceptible to 'cuckooing'
	3.4 Describe the actions individuals and groups might take to invade a tenant's home
	3.5 Identify signs which may point to an instance of 'cuckooing'
	3.6 Explain how to record and report if 'cuckooing' is suspected

Delivery and assessment guidance
<p>If using real world examples, learners must not include names or identifying information related to specific tenants or others. Information must be anonymised.</p> <p>1.1 Learners must explain how signs, symptoms and indicators should be taken within the context of the tenant's situation.</p> <p>1.4, 2.5, 3.6 Learners can explain general recording and reporting principles as well as provide real world examples if appropriate.</p> <p>2.3 Learners could consider gender, race and ethnicity, as well as spectrum disorders, such as:</p> <ul style="list-style-type: none"> autism spectrum disorder (ASD) attention deficit hyperactivity disorder (ADHD)



Types of evidence

Evidence could include:

- case studies
- questioning
- coursework
- research documents
- presentations.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources by Learning Curve
- Qualification Factsheet.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification.

- [Innovation in housing \(HACT\)](#)
- [Housing \(Citizens Advice\)](#)
- [Honest information about drugs \(FRANK\)](#)
- [Understand more about your drinking \(Drinkaware\)](#)
- [Get information \(Age UK\)](#)
- [Equality and Human Rights Commission \(EHRC\)](#)
- [Regulatory standards for landlords \(GOV.UK\)](#)
- [Community & family \(CrimeStoppers\)](#)
- [Safeguarding adults for housing staff \(SCIE\)](#)
- [Housing and mental health \(Mind\)](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.



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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***



Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units



Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	T/617/5097	Introduction to the social housing sector	2	25
Unit 02	F/617/5099	Understand the principles of safeguarding and equality, diversity and diversity	2	20
Unit 03	K/617/5100	Understand mental and physical ill-health	2	20
Unit 04	M/617/5101	Understand reasons for problematic behaviour	2	20
Unit 05	T/617/5102	Understand issues affecting isolated tenants	2	20



Change history record

Version	Publication date	Description of change
v1.0	May 2019	First publication
v1.1	January 2020	p.5, information regarding the Error! Reference source not found. of learners added to section 1.
v1.2	June 2022	p.5, information updated in the support for centres section about how to access support handbooks.
v1.2	June 2022	p.8, Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.
v1.2	June 2022	p.10, further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
v1.3	April 2026	<p>To ensure this qualification remains current and relevant, we have implemented the following changes:</p> <p>For Unit 01, the delivery and assessment guidance has been revised to include temporary housing, and additional information on the Social Housing Regulation Act 2024 has now been included within the guidance.</p> <p>For Unit 03 and Unit 04, the delivery and assessment guidance has been updated to include information on post-traumatic stress disorder (PTSD).</p> <p>For Unit 05, the delivery and assessment guidance has been updated to include information on spectrum disorders.</p> <p>This qualification has been transferred into our new Qualification Specification template.</p>