

|     |   |   |
|-----|---|---|
| 1.  | <b>Module code:</b>   | <b>PRS1009</b>                                  |
| 2.  | <b>Title:</b>   | Introduction to Law , Governance and Regulation |
| 3.  | <b>Credit points:</b>   | <b>15</b>                                       |
| 4.  | <b>FHEQ level:</b>  | <b>UG- Level 4</b>                              |
| 5.  | <b>Start term:</b>  | <b>Autumn 2021</b>                              |
| 6.  | <b>Module leader:</b>   | <b>TBA</b>                                      |
| 7.  | <b>Accredited by:</b>   |   |
| 8.  | <b>Module restrictions:</b>   |   |
|     | (a) Pre-requisite   | <b>None</b>                                     |
|     | (b) Programme restrictions  | <b>TBA</b>                                      |
|     | (c) Level restrictions  | None  |
|     | (d) Other restrictions or requirements  | None  |
| 9.  | <b>Aims:</b><br>The module aims to: <ol style="list-style-type: none"> <li>Develop an appreciation of governance and the legal systems, including legal doctrines applicable to criminal, evidence and civil law;</li> <li>Provide an introduction to statutory nuisance and legislation covering environmental health housing interventions;</li> <li>Introduce reflective practice</li> </ol>   |   |
| 10. | <b>Learning outcomes</b><br><br>On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>Explain the constitutional, administrative and legal position in the UK, including division of law court structure, remit and hierarchy of the judicial system for criminal and civil law.</li> <li>Explain the role of statutory nuisance and in controlling conditions in the private rented sector</li> </ol>   |   |
| 11. | <b>Syllabus:</b><br>Law:<br><br>The nature of the English Legal System and the jurisdiction of the courts in discharging the criminal and civil law including: <ul style="list-style-type: none"> <li>Classification of law</li> <li>Legal Systems</li> <li>Common Law &amp; Equity</li> <li>Constitutional law Sources of Law</li> <li>EU law &amp; Human Rights Law</li> <li>Courts, Alternative Dispute Resolution (ADR), Legal profession</li> <li>Doctrine of Precedent</li> <li>Judicial Precedent &amp; the Hierarchy of Courts</li> <li>Statutory interpretation</li> </ul> |   |

|     |   |      |
|-----|---|------|
|     | <p>Environmental Health</p> <ul style="list-style-type: none"> <li>• Introduction to Statutory Nuisance legislation and application</li> </ul> <p>Study skills:</p> <ul style="list-style-type: none"> <li>• Personal &amp; professional development skills for employability</li> <li>• Academic writing skills</li> <li>• Referencing and library skills</li> <li>• Presentation skills</li> <li>• Introduction to reflective practice</li> </ul>   |      |
| 12. | <p><b>Learning and teaching strategy:</b></p> <p>On-line lectures will set out the main principles of each subject, putting particular topics into context and identifying links with professional practice, as appropriate.</p> <p>The first 12 weeks of teaching will focus on the English legal system. Essential study skills and reflective practice will be introduced in the early part of the year and supported throughout the module by formative feedback.</p> <p>A further 4 weeks of learning is added to embed understanding of statutory nuisance as practiced in environmental health together with an introduction to risk appraisal</p> <p>On-line presentations will foster teamwork and aid in professional development. The summative assessment will embed knowledge of the legal system and build on this with case studies based in the professional arena.</p> |      |
| 13. | <p><b>Assessment scheme: Coursework 100%</b></p>  |      |
|     | <p><b>(a) Formative assessment scheme</b></p> <p>A “mock” multiple choice test in Term 1</p>  |      |
|     | <p><b>(b) Summative assessment scheme</b><br/> <i>Indicate tasks, weightings, word counts/durations, which tasks assess which learning outcomes and whether all components of assessment need to be passed in order to pass the module</i></p> <p>Term 1: SA1 In class legal case study test: (25%) (L.O. 1)</p> <p>SA2 Law multiple choice test: (25%) (L.O. 1)</p> <p>Term 2: Environmental Health nuisance case study analysis 1500 words, (50%) (L.O. 2)</p>  |      |
|     | Seen examination  | N/A  |
|     | Unseen examination  | N/A  |
|     | Coursework (no examination)   | 100% |
| 14. | <b>Timetabled examination required</b>  | No   |

|   |  |   |
|---|--|---|
| 15.   | <b>Length of exam</b>  | N/A   |
| 16.   | <b>Learning materials</b> <ul style="list-style-type: none"> <li><b>Kortext:</b></li> <li><b>Essential</b></li> <li><b>Recommended</b></li> </ul>                | <p>Pointing, J., and Malcom R. (2011) Statutory Nuisance: Law and Practice, Oxford, Oxford University Press</p> <p>Battersby, S., and Pointing, J (2019) Statutory Nuisance and residential properties, Abingdon, Routledge</p> <p>Barker, D.L.A. (2020) Law made simple, Abingdon Routledge</p> <p>Battersby, S. (ed) (2017) Clays Handbook of Environmental Health (21<sup>st</sup> Ed), Abingdon Routledge</p> <p>Deveaux, T. (ed) 2019 Bassett's Environmental Health Procedures, Abingdon, Routledge</p> <p>Elliott, C., Quinn, F., Allbon, E., Dua, S.K., and. (2018) Elliot and Quinn's English legal system (19<sup>th</sup> Ed). Upper Saddle River Pearson</p> <p>Moran, T. (2020) Legal competence in environmental health, Abingdon, Routledge</p> <p>Law, J. (2018) A dictionary of law. Oxford, Oxford University Press</p> <p>Padfield, N. (2016) Criminal law (10<sup>th</sup> Ed.) Oxford, Oxford University Press</p> <p>Mullis, A., Oliphant, K., and Steel, S. (2018) Torts (5<sup>th</sup> Ed). Basingstoke, Plagrove Macmillan</p> <p>MacIntyre, E. (2018) Business Law (9<sup>th</sup> Ed) Harlow, Pearson</p> |
| <b>In addition, for in-house and franchised programmes only</b> |  |   |
| 17.   | <b>UNISTATS - assessment</b>   |   |
|   | Please indicate summary of the following assessment types #:   |   |
|   | COURSEWORK   | 100.0%  |
|   | EXAM   | 0%  |
|   | PRACTICAL  | 0%  |
| 18.   | <b>UNISTATS – learning and teaching</b>  |   |
|   | Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours). |   |
|   | Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).   | 52.5  |
|   | The proposed number of scheduled teaching hours:   |   |
|   | Placement Activity (e.g. placement, work based learning or year abroad).   | 0   |
|   | Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):  |   |

|     |   |        |              |            |          |                     |        |                   |
|-----|---|--------|--------------|------------|----------|---------------------|--------|-------------------|
|     | Independent Study (Time students will be required to complete independent study). |        |              |            |          |                     |        | 97.5              |
|     | The proposed number of hours a student should complete independent study:         |        |              |            |          |                     |        |                   |
| 19. | <b>Module run (NB These should be set up four years in advance):</b>              |        |              |            |          |                     |        |                   |
|     | Academic year   | Term   | Part of term | Start date | End date | Max student numbers | Campus | Franchise partner |
|     | 2021  | Autumn |              | Sept       | May      | 25                  | Hendon | N/A               |
|     | 2022  | Autumn |              | Sept       | May      | 25                  | Hendon | N/A               |
|     | 2023  | Autumn |              | Sept       | May      | 25                  | Hendon | N/A               |
|     | 2024  | Autumn |              | Sept       | May      | 25                  | Hendon | N/A               |
| 20. | <b>Timetabling information:</b>   |        |              |            |          |                     |        |                   |
|     | (a) Please indicate which teaching activities will be offered in this module*:    |        |              |            |          |                     |        |                   |
|     | LECTURE (LEC)   |        |              |            | YES      |                     |        |                   |
|     | SEMINAR (SEM)   |        |              |            | YES      |                     |        |                   |
|     | LABORATORY (LAB)  |        |              |            | NO       |                     |        |                   |
|     | WORKSHOP (WRK)  |        |              |            | NO       |                     |        |                   |
|     | (b) Timetabled  |        |              |            | YES      |                     |        |                   |
|     | (c) Student centrally allocated   |        |              |            | YES      |                     |        |                   |

|     |   |                          |
|-----|---|--------------------------|
| 1.  | <b>Module code:</b>   | <b>PRS2107</b>           |
| 2.  | <b>Title:</b>   | Housing in Public Health |
| 3.  | <b>Credit points:</b>   | <b>15</b>                |
| 4.  | <b>FHEQ level:</b>  | <b>UG- Level 5</b>       |
| 5.  | <b>Start term:</b>  | <b>Autumn 2021</b>       |
| 6.  | <b>Module leader:</b>   | <b>Dr Jill Stewart</b>   |
| 7.  | <b>Accredited by:</b>   |                          |
| 8.  | <b>Module restrictions:</b>   |                          |
|     | (e) Pre-requisite   | <b>None</b>              |
|     | (f) Programme restrictions  | <b>None</b>              |
|     | (g) Level restrictions  | <b>None</b>              |
|     | (h) Other restrictions or requirements  | <b>None</b>              |
| 9.  | <b>Aims:</b><br>This module explores the relationship between housing, health and safety and ways in which housing, health and social care organisations can work more effectively together to deliver better health outcomes. Students will learn about housing in history and the range of organisations and stakeholders now involved in delivering the housing and public health agenda. The housing and health needs of a range of social and geographical communities will be considered with a view to developing effective, integrated, evidence based strategies and interventions. Skills for implementing housing and strategies and interventions at local level will be developed. |                          |
| 10. | <b>Learning outcomes</b><br>On completion of the module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. Explain the relationship and issues between environment, housing, health and safety across a variety of housing settings and communities across the lifecourse.</li> <li>2. Demonstrate why housing is a key element of inequality.</li> <li>3. Identify how to influence and negotiate with key stakeholders in the development and implementation of housing based actions.</li> <li>4. Evaluate the effectiveness of housing strategies and interventions.</li> </ol>   |                          |
| 11. | <b>Syllabus:</b> <ul style="list-style-type: none"> <li>• The relationships between environment, housing, physical and mental health and safety</li> <li>• Organisations, partners and stakeholders involved in delivering housing, health and safety</li> <li>• Housing needs across the life-course (children, working age, older age)</li> <li>• Other living environments and health in marginal social and geographical communities</li> <li>• Use of public health tools to address need and impact (HNA, JSNA, HIA, HWB)</li> </ul>  |                          |

|     |  |
|-----|--|
|     | <ul style="list-style-type: none"> <li>• Sources of research and information in environment, housing, communities and health</li> <li>• Effective, integrated, evidence based strategies and interventions in housing, health and social care</li> <li>• Promoting the role of housing to health</li> <li>• Health inequalities (gypsies and travellers; underserved populations; rough sleepers; homeless households; precarious housing; suitability; overcrowding, tuberculosis; chaotic lives; social capital; cold homes and fuel poverty)</li> </ul>   |
| 12. | <p><b>Learning and teaching strategy:</b></p> <p>Live and online lectures will set out the main principles of each subject (or topic) provide context, identify links, and application to areas of current and future study and practice, as appropriate. They are intended to provide an introduction to each subject area and guide students to their independent study. Student learning will be supported and enhanced through use of the synchronous and asynchronous online learning.</p> <p>Online interactive seminars and other learning activities will provide an opportunity to undertake research, explore topic areas, and promote student debate/discussion. Seminars should aid students in the assessment process and active participation on an individual and class basis will assist in enhancing their knowledge base and ability to integrate the learning within the module.</p> <p>Directed study will foster autonomy in planning and implementation of individual learning and development of research and problem solving skills for future study</p> |
| 13. | <p><b>Assessment scheme: Portfolio 100%</b></p> <p><b>Formative assessment scheme</b></p> <p>Formative assessment to encourage students to engage with the subject, provide appropriate preparation for their summative assessment and identify those who need additional support.</p> <ol style="list-style-type: none"> <li>Online staged planning of group presentation (with individual group tutorial support) providing feedback and guidance for summative assessment.</li> <li>Individual work taking or selecting photographs or short film(s) covering a range of housing conditions and student commentary using discussion board on “moodle” to prepare students for the summative assessment.</li> <li>Completion of online formative class exercises and activities with feedback and class discussion to prepare students for the written summary.</li> </ol>   |
|     | <p><b>Summative assessment scheme</b></p> <p><i>Indicate tasks, weightings, word counts/durations, which tasks assess which learning outcomes and whether all components of assessment need to be passed in order to pass the module</i></p>   |

|   |   |       |
|---|---|-------|
|   | <b>SA1</b> – Written summary (max 500 words) on media selected by the student to be uploaded in a blog post plus minimum 3 separate entries in the blog discussion on other students’ posts (LO1-LO4) 40% |       |
|   | <b>SA2</b> - Individual final written summary (2,000 words) (LO1-LO4) 60%   |       |
|   | Seen examination  | N/A   |
|   | Unseen examination  | N/A   |
|   | Coursework (no examination)   | 100%  |
| 14.   | <b>Timetabled examination required</b>  | No    |
| 15.   | <b>Length of exam</b>   | N/A   |
| <b>In addition, for in-house and franchised programmes only</b> |   |       |
| 17.   | <b>UNISTATS - assessment</b>  |       |
|   | Please indicate summary of the following assessment types #:  |       |
|   | COURSEWORK  | 100.% |
|   | EXAM  | 0%    |
|   | PRACTICAL   | 0%    |
|   | LABORATORY (LAB)  | NO    |
|   | WORKSHOP (WRK)  | Yes   |
|   | (d) Timetabled  | YES   |
|   | (e) Student centrally allocated   | YES   |

|     |   |                                    |
|-----|---|------------------------------------|
| 1.  | <b>Module code:</b>   | PRS2109                            |
| 2.  | <b>Title:</b>   | Housing condition and intervention |
| 3.  | <b>Credit points:</b>   | 15                                 |
| 4.  | <b>FHEQ level:</b>  | UG- Level 5                        |
| 5.  | <b>Start term:</b>  | Autumn 2021                        |
| 6.  | <b>Module leader:</b>   | Dr Jill Stewart                    |
| 7.  | <b>Accredited by:</b>   |                                    |
| 8.  | <b>Module restrictions:</b>   |                                    |
|     | (i) Pre-requisite   | None                               |
|     | (j) Programme restrictions  | None                               |
|     | (k) Level restrictions  | None                               |
|     | (l) Other restrictions or requirements  | None                               |
| 9.  | <b>Aims:</b><br>This module aims to provide the students with a basic understanding of the principles, terminology and methods underlying the construction and performance of residential buildings and the practical and cognitive skills to recognise building defects and to be able to specify suitable diagnostic treatments. It also explores the relevant legislative remedies available to intervene on individual and strategic levels to deliver safer and healthier housing and local environment  |                                    |
| 10. | <b>Learning outcomes</b><br>On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. Describe, interpret and analyse the application of housing law to determine suitability of occupation and improvement to the private sector housing stock.</li> <li>2. Recognise building materials and methods using appropriate terminology.</li> <li>3. Demonstrate an understanding of common building defects and appropriate remedial measures.</li> <li>4. Apply housing law to determine the means of protecting the health, safety and welfare of occupants of housing including those in multi-occupied housing.</li> <li>5. Explain how housing law supports the delivery of strategies to address health and safety on an individual and area basis.</li> </ol> |                                    |
| 11. | <b>Syllabus:</b> <ul style="list-style-type: none"> <li>• Housing, health, safety and wellbeing</li> <li>• Domestic housing conditions and the nature of occupancy</li> <li>• Building construction, dilapidations and obsolescence</li> <li>• Housing Act 2004 and Housing and Planning Act 2016: powers and duties</li> <li>• Principles and application of Housing Health and Safety Rating System</li> <li>• Houses in multiple occupation; licencing, general controls and fire safety</li> <li>• Strategic approaches to area renewal, including empty dwellings</li> </ul>   |                                    |
| 12. | Lectures will set out the main principles of each subject (or topic) provide context, identify links, and application to areas of current and future study and practice, as appropriate. They are intended to provide an introduction to each subject area and  |                                    |



|   |  |       |
|---|--|-------|
|   | <p>guide students to their independent study Student learning will be supported and enhanced through use of the online learning platform “moodle”.</p> <p>Seminars and case studies will provide an opportunity to undertake research, explore topic areas, and promote student debate/discussion. Seminars should aid students in the assessment process and active participation on an individual and class basis will assist in enhancing their knowledge base and ability to integrate the learning within the module.</p> <p>Directed study will foster autonomy in planning and implementation of individual learning and development of research and problem solving skills for future study.</p> |       |
| 13.   | <b>Assessment scheme: Portfolio 100%</b>   |       |
|   | <b>Formative assessment scheme</b> <p>The formative assessment is based a virtual housing inspection to determine defects; hazards and determine the correct hazard banding using an appropriate housing rating system. Appraise the work of peers and provide in depth and constructive feedback on the understanding of the application of HHSRS.</p>  |       |
|   | <b>Summative assessment scheme</b> <p><i>Indicate tasks, weightings, word counts/durations, which tasks assess which learning outcomes and whether all components of assessment need to be passed in order to pass the module</i></p> <p>SA1 provide a practical inspection report focused on hazard identification; hazards rating assessment; determination of the most appropriate course of action</p> <p>SA2 produce a report to a local authority who are considering introducing Additional Licencing for HMOs and you can make reasonable assumptions about the authority and its housing stock.</p>   |       |
|   | Seen examination   | N/A   |
|   | Unseen examination   | N/A   |
|   | Coursework (no examination)  | 100%  |
| 14.   | <b>Timetabled examination required</b>   | No    |
| 15.   | <b>Length of exam</b>  | N/A   |
| <b>In addition, for in-house and franchised programmes only</b> |  |       |
| 17.   | <b>UNISTATS - assessment</b>   |       |
|   | Please indicate summary of the following assessment types #:   |       |
|   | COURSEWORK   | 100.% |
|   | EXAM   | 0%    |
|   | PRACTICAL  | 0%    |
|   | LABORATORY (LAB)   | NO    |
|   | WORKSHOP (WRK)   | Yes   |
|   | (f) Timetabled   | YES   |
|   | (g) Student centrally allocated  | YES   |

|     |  |  |
|-----|--|--|
| 1.  | <b>Module code:</b>  | PRS2999  |
| 2.  | <b>Title:</b>  | Placement Learning: Environmental Health (Housing) |
| 3.  | <b>Credit points:</b>  | 15   |
| 4.  | <b>FHEQ level:</b>   | UG- Level 5  |
| 5.  | <b>Start term:</b>   | Autumn 2021  |
| 6.  | <b>Module leader:</b>  | TBA  |
| 7.  | <b>Accredited by:</b>  |  |
| 8.  | <b>Module restrictions:</b>  |  |
|     | (m) Pre-requisite  | None   |
|     | (n) Programme restrictions   | TBA  |
|     | (o) Level restrictions   | None   |
|     | (p) Other restrictions or requirements   | None   |
| 9.  | <p><b>Aims:</b></p> <p>Placement learning aims to link academic learning to a placement organisation providing an opportunity to apply, consolidate and develop skills and knowledge from University to the placement and future employment.</p> <p>In this specific application it seeks to embed understanding of the policy, practice, approaches and roles of agencies involved in the improvement of conditions and protection of those living within the private rented sector</p> <p>The practical experience module provides the means for students to link academic work with the 'real world' situation in order to conceptualise the meaning of theory in the wider world context. This module facilitates the embedding of transferable and graduate skills necessary for future career paths and employment. It is envisaged the student will reflect upon areas of knowledge relevant to the placement learning experience and develop personal knowledge through a review of their learning. The placement learning experience provides students with the opportunity to enhance their skills of self expression, communication, self reliance and co-operation.</p>  |  |
| 10. | <p><b>Learning outcomes</b></p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate types of local government systems in England and council structures, together with explaining the roles and responsibilities of elected members and council officers and role of registered social landlord</li> <li>2. Identify the services provided by the Local Housing Authority as a landlord and advisor and explain the role of the tenancy relations officer and other specialist advice giving services.</li> <li>3. Survey and determine faults to the building envelop, and internal structures and services.</li> <li>4. Apply appropriate procedures to remedy poor housing conditions when using Housing Act 2004 and justify use of other legislation to remedy housing problems when the Housing Act is not the best option</li> <li>5. Reflect on the importance of the Building Regulations in the construction of housing including understanding the changes in standards (1965-present) and explain the Landlord and Tenant Act 1985 and relevant parts of the Housing and Planning Act 2016 currently used in the private rented sector</li> </ol> |  |
| 11. | <p><b>Syllabus:</b></p> <p>No formal syllabus is specified but the module does foster integration of subject knowledge into the placement situation.</p>   |  |

|     |  |
|-----|--|
|     | <p>The placement providers' and module will meet Professional, Statutory and Regulatory Body (PSRB) requirements.</p> <p>Specific components include the following:<br/>Negotiated learning agreement between the student, placement organisation and module leader to include agreed working hours, tasks and responsibilities.</p> <p>Students apply reflective learning to their placement activities throughout the placement.</p> <p>The student will undertake placement hours spread over either 40 weeks on in a block in summer.</p>  |
| 12. | <p><b>Learning and teaching strategy:</b><br/>Students meet with the subject placement tutor for preparation prior to the placement commencing. Students are introduced to the aims of the module and to the health and safety aspects of placements and complete a risk assessment for the placement.</p> <p>Students undertake experiential learning with the support of a designated placement organisation who will appoint a mentor/supervisor</p> <p>Scheduled online live sessions will be provided to support and guide the placement experience and to foster a cohort learning environment through the sharing of case studies and practice from their placements.</p> <p>Further scheduled online live sessions will be used to extend understanding of surveying, building construction and building obsolescence.</p> <p>PSRB requirements are met through programme specific tutors with an expertise in this area</p>   |
| 13. | <p><b>Assessment scheme: Portfolio 100%</b></p> <p><b>Formative assessment scheme</b></p> <p>a) Preparation of an interim report on a reactive or proactive visit to a privately rented dwelling</p>   |
|     | <p><b>Summative assessment scheme</b><br/><i>Indicate tasks, weightings, word counts/durations, which tasks assess which learning outcomes and whether all components of assessment need to be passed in order to pass the module</i></p> <p>a) Provide a diagrammatic summary of forms of local government in England, council structures and roles of elected members and council officers (LO1)</p> <p>b) Discuss the services provided by the Local Housing Authority as a landlord and advisor and explain the role of specialist advice giving services and using example when to refer clients or liaise with these specialist services (LO2)</p> <p>c) Produce a portfolio of evidence and reflective narratives to demonstrate that you have experience in surveying and determining faults to buildings and services and are able to determine the most appropriate course of action to improve the dwelling/house in multiple occupation (LO3-5) using the Housing Act 2004 and other regulatory powers.</p> <p>A Negotiated Learning Agreement is to be handed into the module leader by the beginning of week three of your placement.</p> <p>d) There will be a interview conducted to assess performance within the placement. This interview will mirror that of the professional body to enable student foresight of the professional body's requirements. This is a pass/fail element. (LO3-4)</p> |

|   |  |       |
|---|--|-------|
|   | Seen examination   | N/A   |
|   | Unseen examination   | N/A   |
|   | Coursework (no examination)  | 100%  |
| 14.   | <b>Timetabled examination required</b>   | No    |
| 15.   | <b>Length of exam</b>  | N/A   |
| <b>In addition, for in-house and franchised programmes only</b> |  |       |
| 17.   | <b>UNISTATS - assessment</b>   |       |
|   | Please indicate summary of the following assessment types #:                   |       |
|   | COURSEWORK   | 100.% |
|   | EXAM   | 0%    |
|   | PRACTICAL  | 0%    |
| 20.   | <b>Timetabling information:</b>  |       |
|   | (h) Please indicate which teaching activities will be offered in this module*: |       |
|   | LECTURE (LEC)  | NO    |
|   | SEMINAR (SEM)  | NO    |
|   | LABORATORY (LAB)   | NO    |
|   | WORKSHOP (WRK)   | Yes   |
|   | (i) Timetabled   | YES   |
|   | (j) Student centrally allocated  | YES   |



# Advanced Professional Certificate in the Private Rented Sector Specification



## Contents

---

|   |           |
|---|-----------|
| <b>Qualification overview</b>   | <b>3</b>  |
| Purpose   | 3         |
| Aim   | 3         |
| <b>Qualification structure</b>  | <b>3</b>  |
| Achieving this qualification  | 3         |
| Assessment  | 5         |
| Controls on each delivery partner                                       | 8         |
| Quality assurance of assessments  | 8         |
| Recognition of Prior Learning (RPL) and Exemptions                      | 9         |
| Alignment to the CIEH Competency Framework                              | 9         |
| <b>Module content</b>   | <b>10</b> |
| Module M1RLA: Private Rented Sector and the Role of the Local Authority | 10        |
| Module M2PBS: Principles of Building Surveying                          | 15        |
| Module M3HLT: Housing Legislation Toolkit                               | 25        |
| Module M4LE: Part A and Part B Law and Enforcement                      | 30        |
| Module M5IS: Investigative Skills                                       | 38        |
| <b>Appendices</b>   | <b>45</b> |
| Appendix 1: Command Verbs   | 45        |
| Appendix 2: Alignment to CIEH's Competency Framework                    | 49        |

## Qualification Overview

### Purpose

The Mayor's Better Renting programme seeks to address the shortage of qualified enforcement officers with a housing focus in London, including environmental health practitioners (EHPs) and technical officers, and to upskill existing officers in order for London Boroughs to have greater capacity to tackle poor standards and conditions in the private rented sector. To address this gap the Mayor, through his Private Rented Sector Partnership, has created a new-housing focused environmental health qualification to:

- Build a pipeline of suitably-competent and qualified officers with a housing focus.
- Upskill existing officers with little or no on-the-job experience of housing.

### Aim

The course would be aimed at those with little or no experience in housing, who would be enabled to become competent and capable of carrying out the full range of activity to improve standards and conditions in the Private Rented Sector. Those completing the course would be equipped to inspect properties, improve conditions, investigate criminal landlords, issue civil penalties and prepare criminal prosecutions. Upon qualification, officers will be recognised by CIEH and held on a register as 'Private Rented Sector (PRS) Standards Enforcement Officers'.

## Qualification structure

|                    |   |
|--------------------|---|
| <b>Module 1RLA</b> | Private Rented Sector and the Role of the Local Authority |
| <b>Module 2PBS</b> | Principles of Building Surveying                          |
| <b>Module 3HLT</b> | Housing Legislation Toolkit                               |
| <b>Module 4LE</b>  | Law and Enforcement                                       |
| <b>Module 5IS</b>  | Investigative Skills                                      |

## Achieving this Qualification

To achieve the Advanced Certificate in the Private Rented Sector, Learners will need to evidence their knowledge, understanding and application of all five modules within this qualification.

### Learning Outcomes

Each unit is divided into learning outcomes that describe what a learner should know, understand, and/or be able to do at the end of the module and overall programme of learning.

### Assessment Criteria

Each learning outcome is conveyed by its assessment criteria, which specify the standard that a Learner must evidence via assessment. The standard is articulated by the verb that states what a Learner must do. It is this verb at the start of every Assessment Criterion that indicates the level of complexity and autonomy expected in terms of knowledge and skills of a Learner at that level. Assessment criteria are used to shape the assessment and marking.

For example, if the criterion required a learner to ‘explain’ something it would be insufficient to ‘identify’ it. The assessment criterion would not be achieved, and the assessment would not be passed. The assessor must make a qualitative judgement based on the relevant verb.

### Assessment verbs

The key to effective assessment are understanding the requirements of the Command Verbs. For a list and commentary of the standard required of these, please refer to the list in the appendix 1.

### Total Qualification Time (TQT)

This qualification can be delivered and assessed 1 day a week for 12 months (52 weeks) basing it on a TQT of 282, which means a 5 hour day. However, if basing it only on guided learning hours (GLH) over 52 weeks it would amount to 3 hours per day.

| Unit  | TQT            | GLH            | Unit value (credit) |
|-------|----------------|----------------|---------------------|
| M1RLA | 40             | 24             | 4                   |
| M2PBS | 72             | 44             | 7                   |
| M3HLT | 48             | 24             | 5                   |
| M4LE  | 70             | 46             | 7                   |
| M5IS  | 52             | 32             | 5                   |
|       | <b>282 TQT</b> | <b>190 GLH</b> | <b>28</b>           |



## Assessment

---

### **Formative and summative assessment**

There are two main types of assessment; summative assessment and formative assessment, sometimes referred to as assessment of learning and assessment for learning, respectively. Both happen at points during learning and assessment of this qualification.

### **Formative assessment**

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing assessors and Learners to assess attainment and progress more frequently. As learning continues, further formative assessments indicate the progress that Learners have made and whether they are ready for their final Summative Assessment. Without formative assessment Learners will lack preparation for their Summative Assessment.

### **Summative assessment**

Summative assessment 'sums-up' what Learners have achieved at the end of a period teaching and learning and is the formal final assessment judgements that will confirm that the Learners have met all the requirements of assessment in order to achieve the qualification.

## The Formative Assessment Approach

|                      | Assessment method   | Description  | Targets   | Assessor          | Outcome   |
|----------------------|---------------------|--|---|-------------------|-----------|
| <b>Understanding</b> | Case Studies        | Case studies of real-life practice providing scenario-based activity. The learner uses the information provided in the case study to make informed judgements and recommendations. These could be delivered in paper or digital format.  | <b>Cognitive</b><br><br>Links between theory and practice<br><br>Learner identifies problems to offer solutions                                 | Learning Provider | Pass/Fail |
| <b>Application</b>   | Practice Log        | A day-to-day log, kept by the Learner, to capture application of knowledge and understanding and to demonstrate competence at being able to carry out activity at an agreed Standard.  | <b>Competence</b><br><br>Links Practice from theory<br><br>Learner practises application over time until a standard is met                      | Employer          | Pass/Fail |
| <b>Knowledge</b>     | Targeted Statements | A number of set statements are released to the Learner which cover all the knowledge elements in the qualification. The Learner works through the questions, writing 800-word responses. At an agreed time, the learner is told which statements are requested for submission for assessment. The learner is then given a period of time (3-week window) to submit the assessment. | <b>Recall</b><br><br>Evidences a Learner can identify basic information important for recall<br><br>Learner applies knowledge without practice. | Learning Provider | Pass/Fail |

The **on-programme assessment** for this qualification has THREE parts, each designed to assess a Learners ability and competence to meet the Standard; as follows:

Once all on-programme assessment has been achieved and completed by the Employer and Learning Provider, the Learner is ready for final assessment by CIEH.

The **Summative Assessment Method** for this qualification has TWO parts:

| Assessment method      | Description   | Requirements   | Assessor | Outcome     |
|------------------------|---|--|----------|-------------|
| Submission of evidence | 1. Practice Log   | Sign-off: <ul style="list-style-type: none"> <li>• Workplace Responsible Officer</li> <li>• Sponsoring Employer</li> </ul> | CIEH     | Met/not Met |
|                        | 2. Declaration of Achievement   | Sign-off <ul style="list-style-type: none"> <li>• Learning Provider</li> </ul>   |          |             |
| Experience Assessment  | CIEH Assessment Panel carry out live assessment with Learner based on submitted Practice Log and generalised questions drawn from the syllabus. | CIEH Assessment Panel<br><br>Live assessment resources   | CIEH     | Pass/Fail   |

## Preparing for assessment

Preparation of Learners is key to success. Assessor and Learner briefings should take place at the launch of each assessment. This briefing should set out the deadlines, the controls, the level of supervision that is acceptable, the meaning of the assessment criteria and the requirements of the marking descriptors and command verbs.

When setting the assessment for Learners and providing the assessment briefs, Learners should be encouraged to plan their work. Assessors should agree these plans and where appropriate negotiate milestones where they can monitor progress. Appropriate intervention is to be encouraged to ensure Learners have every opportunity of success. However, if the planning process forms part of the assessment criteria, care must be taken to ensure that the plan remains the Learner's own work.

Essential understanding of the requirements of each assignment brief and sub tasks is key to success.

## Controls on each delivery partner

---

### Learning Providers

To deliver this qualification including the on-programme assessment activity, the Learning Provider must be first become a CIEH Recognised Partner and then should be approved to deliver the syllabus and provide a detailed assessment strategy.

CIEH has provided Sample Assessment Material (SAMs) for each of the 'on-programme' elements. The material provided provides a sample only. It is the Learning Providers responsibility to develop robust assessment in line with the syllabus Learning Outcomes. Providers are welcome to utilise the templates provided by CIEH to ensure all evidence is produced to satisfy CIEH's 'final assessment'.

The Practice Portfolio should be released to the Sponsoring Employer upon commencement of the programme. It is essential the Learning Provider supports the Employer and their identified Workplace Responsible Officer to ensure objective and timely assessment of competence is carried out. This may involve dedicated training and/or timely monitoring and reviews of the workplace activity to ensure the Learner succeeds.

### Employers

Employers play an essential role in the development of competent practice which can only realistically be developed in the workplace, as part of everyday practice. The employer must identify a Workplace Responsible Officer who is deemed a 'competent person' and meets the requirements of the Role Description provided by CIEH.

It is the Workplace Responsible officer's role to identify and plan opportunities for the Learner to apply their knowledge in the areas identified in the Practice Log. As the Learner becomes competent and meets the Standard 'Verb' of the assessment criteria they

should sign and date each competency statement to confirm the Learner has met the standard. Once all statements have been confirmed and signed off, the sponsoring employer must sign off the whole Practice Log, confirming the Workplace Responsible Officer has conducted robust assessment.

### CIEH

CIEH expects the Learning Provider and the Employer to agree when the Learner is ready for final assessment and that all evidence is complete. Learners will be required to enrol directly with CIEH for their final assessment, whereupon CIEH will provide dates and times of Interview opportunities. Once CIEH receives the enrolment information it will make contact with the Learning Provider to request the submission evidence.

### Quality assurance of assessments

Centres must keep records of all teaching, learning and assessment, to ensure that CIEH can check that evidence for an assessment is complete and ensure that the assessment decision is fair and beyond dispute. It is expected that Centres will:

- Quality assure via sampling of completed Learner Assignment Briefs across cohorts, assessors, units and as a whole.
- Run standardisation of marking sessions annually or more frequently if required.

### Retention of evidence

Learner assessment records must be retained for three years after certification.

## Recognition of Prior Learning (RPL) and Exemptions

RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification. A competent assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat a module or complete extra assessment activity

If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. The evidence must be:

- valid;
- current;
- reliable;
- authentic and
- sufficient.

## Alignment to the CIEH Competency Framework

The competency framework aims to support those within the environmental health profession, now and in the future. It sets out the globally recognised knowledge and application required to provide consistency of competence. The framework ensures that there are clear expectations of those working within the environmental health profession in order to constantly build capacity and raise standards for the benefit of public health.

CIEH has carried out a mapping exercise of this syllabus against CIEH's Competency Framework. The PRS syllabus meets 100% of the Housing and Communities Technical Competency and gains full accreditation from CIEH.



# Module Content

## Module 1RLA: Private Rented Sector and the Role of the Local Authority

---

**4 credits**

**36 GLH**

### About this unit

This unit examines the impact of central Government policies on the development of the Private Rented Sector (PRS) in the UK from the 1980s and the legacy they left. It explains the vital role the PRS plays in providing homes and the various reasons why renting is a necessary alternative to home ownership. It introduces Local Authorities' structure and explains their role as the regulators of the PRS which ultimately seek to protect living conditions and allow tenants to live in decent and safe homes.

### You will learn

You will learn how the Government policies impacted on the PRS from 1980s, when Council houses were sold at a discount and not replaced leading to a rise in the PRS to fill the gap left. You will understand how the PRS became more commercialised through the availability of buy to let mortgages and other large-scale investment. You will be able to explain how legal changes have sought to ensure decent standards and reduce hazards to occupiers and guests in homes. Finally, you will understand how Local Housing Authorities are structured across the UK and the roles and responsibilities they have to provide a range of services to effectively regulate, licence and enforce relevant law to protect the health and safety of tenants living in the PRS.

**Learning outcome, assessment criteria and indicative content:**

**1 Understand the history of the Private Rented Sector in the UK**

|   |  |
|---|--|
| 1.1   | <b>Impact</b>  |
| Explain how Government Policy has impacted the Private Rented Sector since 1980 | <ul style="list-style-type: none"><li>• Government policy influencing the sector</li><li>• The homeownership class</li><li>• Introduction of Right to Buy by Thatcher Government and the legacy for the following generations</li><li>• Housing Defects Act 1984</li><li>• Planning policy to increase house building supply</li><li>• Devolved Housing policy across the UK Nations</li><li>• Change of Governments and opposition ideologies</li><li>• Build to rent policy</li><li>• Increasing regulation on PRS and landlords</li></ul> |
| 1.2   | <b>Commercial PRS</b>  |
| Discuss the fall and rise of the commercial private rented housing market       | <ul style="list-style-type: none"><li>• Fall and rise of PRS since 1980's</li><li>• Sold Council housing not replaced</li><li>• Registered Social Landlords as housing as a commercial provider</li><li>• Recession and housing bubble bursting</li><li>• Availability of buy to let mortgages</li><li>• Affordability of housing</li><li>• Commercial investment in Build to Rent sector</li></ul>  |
| 1.3   | <b>Legal changes</b>   |
| Explain the impact of recent legal changes on the Private Rented Sector         | <ul style="list-style-type: none"><li>• Housing Act 1988- Section 21 eviction and consultation</li><li>• Fitness standard in Housing Act 1985</li><li>• Introduction of Housing Act 2004 – HHSRS</li><li>• Stock transfer to RSL and ALMOs</li><li>• Decent homes standard</li><li>• Improvement and regeneration of existing older stock</li></ul>  |

## 2 Understand the current position of the Private Rented Sector (PRS) in the UK

|     |   |
|-----|---|
| 2.1 | <b>Importance</b> <ul style="list-style-type: none"><li>• Size of tenure</li><li>• Who is renting privately and why – demographics?</li><li>• Institutional Investment-Build to rent increasing supply</li><li>• Proposed regulation of letting agents</li><li>• Increased professionalism of owners and managers</li></ul> What are conditions like in PRS- English Housing Survey |
| 2.2 | <b>Market forces</b> <ul style="list-style-type: none"><li>• Demand and supply of housing</li><li>• Conditions attached to buy-to-let mortgages</li><li>• Ageing population</li><li>• Current building standards</li><li>• Accidental or amateur landlords</li><li>• AST and regular rent increases</li><li>• Type and sizes of dwellings currently built</li></ul>                 |
| 2.3 | <b>Role</b> <ul style="list-style-type: none"><li>• Function and management</li><li>• Funding</li><li>• Regulation</li><li>• Shared ownership, intermediate rented housing and market-rented housing</li><li>• Housing Ombudsman</li></ul>  |

## 3 Understand the Local Authority Structures and Governance

|     |  |
|-----|--|
| 3.1 | <b>Different structures</b> <ul style="list-style-type: none"><li>• Local Government re-organisation since 1974</li><li>• London Boroughs, Unitary or Metropolitan and District,</li><li>• Parish, community and town councils</li><li>• What does Local Government do</li><li>• Devolution of functions to other nations- including Housing function</li><li>• Individual Council structure and departmental arrangements</li></ul> |
|-----|--|





|     |   |
|-----|---|
| 3.2 | <b>LG Systems</b> <ul style="list-style-type: none"><li>• Mandatory and discretionary services</li><li>• Decision making process-Councillors, Committees or Cabinet system</li><li>• Funding and budgeting</li><li>• Council elections</li><li>• Directly elected Mayors</li><li>• Local Government and Social Care Ombudsman</li></ul>   |
| 3.3 | <b>Roles and responsibilities</b> <ul style="list-style-type: none"><li>• Elected members deciding local priorities and impact on local housing market</li><li>• Officers interpreting policies into actions</li><li>• Spending public money accountability</li><li>• Who oversees Council functions</li><li>• Effective internal audit</li><li>• Risk registers</li><li>• Local Governance frameworks of checks and balances</li><li>• Code of standards in public life</li><li>• Misfeasance in public office</li></ul> |

#### 4 Understand the role of the Local Housing Authority

|     |  |
|-----|--|
| 4.1 | <b>Services</b> <ul style="list-style-type: none"><li>• Homelessness prevention- Priority and non-priority need</li><li>• Housing Options and Advice</li><li>• Managing property for Council tenants</li><li>• ALMO's</li><li>• Independent living- Sheltered living schemes</li><li>• Disabled facilities grants</li><li>• Supporting private tenants</li></ul> |
|-----|--|



---

4.2

Justify the roles of the Housing Authority as a regulator and enforcer of private housing

**Role of Housing Authority**

- Private Rented Sector regulation- properties and landlords
- Local discretionary property licensing schemes dictated by Members
- Local enforcement policies
- Bringing Empty properties back into use
- Landlord Accreditation services
- Regulating Estate and Letting Agencies
- Preventing illegal eviction and harassment

**Working with and referring to other providers, including**

- Charitable and support organisations
- Fire and rescue service
- Trading Standards
- Health and Safety Executive
- Support charities and renters unions

---

4.3

Explain the role of the Tenancy Relations Officer to prevent illegal eviction and harassment

**Providing advice and sign posting**

- to landlords and tenants
- about advocacy organisations, legal support charities and renters' unions. rights and responsibilities
- In order to sustain tenancies and promote tenancy sustainment initiatives
- promoting best practice
- Housing needs services

**Liaising and working effectively with other teams**

- private rented sector landlords and tenants
- Trading Standards
- Housing Options services

Awareness of equality law as it relates to housing, identifying discrimination or discriminatory practices by landlords.

---

## Module 2PBS: Principles of Building Surveying

---

**7 credits**

**66 GLH**

### About this unit

There is a fundamental link between housing and health. For example, dampness can result in mould growth that can contribute to ill health. Enforcement officers require a sound understanding of how residential buildings of all types and heights are constructed so they can identify common faults and hazards associated with poor construction or a general lack of maintenance particularly in older or converted buildings. This unit examines the principles of how residential dwellings are constructed using a variety of materials to meet current building regulation standards and how the various elements and services perform in combination to make dwellings fit for human habitation. It also introduces the importance of using different types of equipment and thorough surveys across all tenures, ages and types to make sure housing problems are identified and remedied and to provide healthy housing.

### You will learn

You will learn how houses and blocks of flats are built from the ground up using a variety of materials to ensure all the elements perform together to ensure structural stability and explain the function of the internal services to make a dwelling fit for human habitation. You will understand the importance of the Building Regulations and codes of practice. You will be able to explain how all the elements of a dwelling house perform together to provide a healthy indoor environment and identify how defects can result in negative health impacts. You will learn the inherent problems associated with some older non-traditional housing. Finally, you will use the knowledge to thoroughly survey all parts of a dwelling house and block of flats using a variety of equipment to identify any of the 29 housing hazards that may lead to ill health and identify remedies in a practical setting.

**Learning outcome, assessment criteria and indicative content:**

**1 Understand the construction of dwelling houses**

1.1

Compare the functions and structural elements of the external envelope and roof of dwelling houses

**Functions and Structural elements**

- Different types of foundations and their importance to structural stability
- Different types of internal floor construction and their component parts for lower and upper floors
- Purpose of internal and external loadbearing elements and non-load-bearing walls and partitions
- Importance of a damp-proof layer and types
- Importance of using building materials that will not promote spread of flames externally
- Purposes of external wall covering and rendering
- Different types and construction of roof structures and coverings
- Effective guttering and rainwater and foul water drainage
- Functions that windows and doors perform
- Staircase terminology and construction methods
- Interpret the value of drawings for a domestic dwelling construction or refurbishment project



1.2

Explain the elements of internal services and technology that make a house fit for habitation

**Internal services and technology**

- Services required in a dwelling house:
  - Hot and cold water
  - Mechanical extraction
  - Electrical installation
  - Sanitary provisions
  - Kitchens
  - Foul water drainage
  - Space heating
- Importance of insulation for energy efficiency and prevention of condensation
- Different types of plaster and other internal finishes
- Internal passive and active fire precautions especially in HMOs
- Adequate fire compartmentation and protected routes especially in HMOs
- Fire doors, fire alarms and emergency lighting
- Sprinklers
- Fire fighting equipment

1.3

Explain how a building can fail if poorly built or not routinely maintained

**Failing elements and the impact on a dwelling and result in an unhealthy living environment**

- Structural instability and failing elements
- Roof covering failure
- Rising and penetrating dampness
- Timber pests and rot
- Condensation and mould growth
- Inadequate fire separation, particularly when cavity barriers are not fitted properly or to m new buildings or original compartmentation is breached during alterations
- Poor management and maintenance of active fire precautions

## 2 Understand the importance of building science in the construction of houses to provide a healthy indoor living environment

|     |   |
|-----|---|
| 2.1 | <b>Building Science</b><br><br>Elements of a dwelling house that perform together to provide a healthy indoor environment <ul style="list-style-type: none"><li>• Adequate living space</li><li>• Appropriate ventilation and natural lighting</li><li>• Heating</li><li>• Energy efficiency</li><li>• Safe internal layout</li></ul><br><b>Negative health impacts in the home</b> <ul style="list-style-type: none"><li>• Damp mould and excess cold</li><li>• Poor internal air quality</li><li>• Crowding and space</li><li>• Unsafe layouts</li><li>• Minimising the likelihood of hazards arising and protecting the health of the occupiers and visitors</li><li>• Effects of water, frost and chemicals on a range of building materials that damage the building</li><li>• Explain the link with the HHSRS</li></ul> |
| 2.2 | <b>How the planning system helps to promote a healthy lifestyle</b> <ul style="list-style-type: none"><li>• Local and national planning policies</li><li>• Attractive, vibrant, and well-designed buildings and communities</li><li>• Regeneration that meets the needs of local communities</li><li>• Provision of affordable housing and other necessary development</li><li>• Meeting national building targets</li><li>• Sustainable development</li></ul>  |

2.3

Explain the full life cycle of building elements to maximise use

**Building elements**

- Construction
- Pathology
- Conservation
- Replacement and demolition of building elements

**Passive building design**

- Heating
- Ventilation
- Air conditioning
- Fire precautions

2.4

Explain how building science can negatively and positively impact longer term on health

**Improved health benefits**

- How and when repairs to buildings must be made to improve occupier health e.g. regular roof recovering, window maintenance and space heating improvements to reduce condensation dampness
- Value of ongoing repair and maintenance to maximising the life of a building and maintain a healthy living environment
- Benefits of refurbishment, improvements and extension of a house e.g. extra space improving mental health and reducing overcrowding and accidents in the home

**Possible negative impact on health**

- Impacts of repair or refurbishments on health e.g. over-cladding leading to increase of dampness or impact on fire safety or improving insulation whilst reducing the natural air flow leading to condensation and mould growth

**3 Understand the importance of different building materials and construction styles to provide safe and healthy environment**

3.1

Explain the reasons for evolution of building materials and techniques

- Advances in technology
- Parliamentary intervention- house build targets
- Economic social and political pressures including
  1. Increasing and ageing population
  2. Land values
  3. Green belt
  4. Sustainable development

|     |  |
|-----|--|
| 3.2 | <b>Different types of construction styles</b> <ul style="list-style-type: none"><li>• Traditional build houses</li><li>• Solid and cavity constructions</li><li>• Non-traditional build houses e.g. steel and concrete</li><li>• Supporting structure- crosswall, boxwall or frame construction</li><li>• Blocks of flats – Steel frames, concrete frames</li><li>• Conversion, extension, and refurbishment of existing dwellings</li><li>• Conventional and non-conventional internal layouts</li><li>• Identify age of building</li></ul> |
| 3.3 | <b>Inherent problems associated with non-traditional houses</b> <ul style="list-style-type: none"><li>• Steel frames- BISF</li><li>• Airey houses</li><li>• In situ poured concrete -Wimpey no fines</li><li>• Precast concrete panel – Wates houses</li></ul>   |
| 3.4 | <b>Different building materials</b> <ul style="list-style-type: none"><li>• Brick and block</li><li>• Concrete</li><li>• Metal frames</li><li>• Timber frames and added risk of spread of flames where cavity barriers are missing</li><li>• Prefabricated Benefits and disadvantages</li></ul>  |

#### 4 Understand the Building Act 1984 and associated regulations

|     |   |
|-----|---|
| 4.1 | <b>Building Act 1984</b> <ul style="list-style-type: none"><li>• Primary purposes of the Building</li><li>• Regulations to provide minimum standards to ensure ongoing health and safety of residents</li><li>• Importance of structural, stability, fire safety and insulation</li><li>• Building Regulations Advisory Committee (BRAC)</li><li>• Building built to the Regulations of the time</li><li>• Time limited enforcement of Building Regulations</li><li>• Defective, dangerous, and ruinous buildings</li></ul> |
|-----|---|



---

4.2

Evaluate the different types of approved guidance documents and codes of practice used to regulate construction of houses

**Approved guidance documents**

- Uses to ensure satisfactory construction of houses
- Importance of British standards and code of practice in construction for example BS9999 fire safety and BS 8395 stairs etc
- Importance of Relevant Government advice to regulate the private rented sector for example fire safety and the prevention of damp and mould
- Extent of building regulations to the refurbishment of buildings for example when they apply and when they do not

---

4.3

Explain the deregulation of Building Regulations

**Deregulation**

- Reasons
- Construction Industry Council
- Consequences of deregulation to include increased likelihood of flooding and fires
- Use of Approved inspectors - profitability versus regulation
- Design and Build

---

4.4

Explain the importance of the Building Regulations

**Building Regulations**

- Regulations standards protect residents' health and safety
  - Consequences on the built environment in the total absence of Regulations
  - Inadequacies of the Regulations for current environment. especially fire safety
-



## 5 Be able to apply appropriate surveying techniques in domestic dwellings

5.1

Evaluate different surveying techniques

### Different surveying techniques

- Current physical survey of dwellings to establish buildings defects and identify existing or potential HHSRS hazards
- External appearances of similar houses in local area
- Estate information – private houses, LA estate, right to buy etc
- Visual quality of local area
- Internal and external measurements
- Historical data e.g. previous inspection records and notices
- Use of aerial photos and OS maps
- Use of original floor plans and planning application for construction materials
- Other internal Council records e.g. noise team, contaminated land, radon remediation.
- External organisation records e.g. Environment Agency records
- Building control information
- Occupiers interviews

5.2

Discuss sources of additional information that can provide wider supporting evidence of health hazards affecting dwelling houses

### Additional information

- Wider data statistical sources to support likely hazards to help support wider grant aided housing repair projects for example area action or group repair
- English housing survey data
- Use of statistics e.g. crime statistics or fire reports
- Local stock condition surveys
- BRE data

5.3

Demonstrate a range of surveying techniques from diagrams and practical inspection

**Survey a house (ideally in the PRS) and reproduce a report and give a verbal presentation to include**

- Prepare an annotated plan with elevations identifying for example internal layout, location of elements, approximate age of elements (whether original or replaced) , construction details, heating provisions and insulation etc
- Explain the physical properties and vulnerabilities of the building material
- Explain the function of all building components
- Identify the internal building systems and explain how they work together to minimise hazards e.g.
  1. Adequate insulation, ventilation and heating to prevent condensation and mould growth
  2. Mental health and wellbeing of the occupier through adequate space, natural light etc.
  3. Ergonomic design
  4. Internal fire safety through appropriate layout and construction

**6 Be able to use appropriate surveying equipment in domestic dwellings**

6.1

Report on the need for appropriate surveying equipment

**The need for surveying equipment**

- Identifying construction methods and materials of buildings and individual elements
- Identifying the age of dwelling and individual elements
- Using the correct equipment for height, floor area, location and aspect of the building
- Gathering evidence to identify building element defects and hazards contributing to overall disrepair
- Importance of correctly specifying element failure and treatment or repair
- Right tool for the job



---

6.2

Explain different types of basic surveying equipment to identify construction, building defects and hazards.

**Different types of surveying equipment**

- Data logging equipment – Stability, damp, internal temperature, noise etc.
- Measuring devices (traditional and digital)
- Photographic and video equipment
- Working at height and accessing lofts
- Thorough understanding of how the equipment works
- Importance of regular calibration
- Use of personal protective equipment e.g. surveying vacant dwellings and dangerous or ruinous buildings

---

6.3

Survey a building using appropriate equipment

**Survey a house (ideally in the Private Rented Sector) using different surveying equipment**

- Building elements both satisfactory, in disrepair and existing or potential hazards and the external plot
  - Existing or anticipated hazards that may arise from the survey e.g. condensation dampness, falls
  - Element expected lifespan, reason for failure and remedies
  - Interpreting survey evidence
  - Recommend actions
-

## Module 3HLT: Housing Legislation Toolkit

---

**5 credits**

**44 GLH**

### About this unit

Enforcement officers require a sound understanding of the legal basis for taking action to resolve housing problems. This unit examines the most important legislation used by Local Housing Authorities to effectively regulate the Private Rented Sector (PRS) to ensure the housing stock is repaired and maintained. It also explains other legal powers and remedies available to resolve housing problems that are used less often but are equally as important. Legislation available to protect the rights, health & safety of tenants is also examined. This module introduces the principal legislation that officers will use to tackle poor housing conditions and sustain tenancies by preventing harassment and illegal eviction, which will be applied in module 4.

### You will learn

You will understand the difference between an Act of Parliament and a Statutory Instrument and learn the most relevant parts of the legislation used regularly to regulate the PRS. You will understand the 29 hazards in the Housing Health and Safety Rating System (HHSRS) and the operating guidance that underpins the assessment process. You will be able to explain the concept of statutory nuisance and how the Public Health Acts can be used to resolve housing problems including some important stated case law as an alternative to the Housing Act. Finally, you will learn the importance of the Landlords and tenants Acts and other useful administrative legal tools.

**Learning outcome, assessment criteria and indicative content:**

**1 Understand the principles of Housing Acts 1985 and 2004 and associated statutory instruments**

- 1.1
- Explain the principle parts of the Housing Acts that are used in Private Rented Sector regulation
- Housing Act 2004**
- Part 1- Enforcement of Housing standards
  - Part 2- Licensing of Houses in Multiple Occupation
  - Part 3- Selective Licensing of other Residential Accommodation
  - Part 4- Additional Control Provisions in Relation to Residential Accommodation
  - Part 7 – Supplementary and Final Provisions

**Housing Act 1985**

- Part X – Overcrowding

- 1.2
- Discuss the relevant Housing Act 2004 Statutory Instruments used by enforcers
- Principle statutory instruments to include any relevant such as**
- Housing Health and Safety Rating System (England) Regulations 2005
  - The Licensing of Houses in Multiple Occupation (Prescribed Description) (England) Order 2018
  - The Management of Houses in Multiple Occupation (England) Regulations 2006
  - The Licensing and Management of Houses in Multiple Occupation and Other Houses (Miscellaneous Provisions) (England) Regulations 2006
  - The Licensing of Houses in Multiple Occupation (Mandatory Conditions of Licences) (England) Regulations 2018
  - Reference to published guidance documents to includes
  - LACORS Fire Safety guidance

|   |  |
|---|--|
| 1.3   | <b>Housing Health and Safety Rating System (HHSRS)</b>   |
| Explain the Housing Health and Safety Rating System (HHSRS) | <ul style="list-style-type: none"> <li>• Theory and principle of HHSRS</li> <li>• Operating guidance</li> <li>• Overview of rating hazards scoring methodology</li> <li>• 29 hazards contained in the HHSRS</li> <li>• Inspection of houses using the HHSRS</li> <li>• Application of HHSRS in flats and Housing in Multiple Occupation's (HMO)</li> <li>• Classes of harm</li> <li>• Category 1 and 2 hazards</li> <li>• Fire safety addendum for high rise blocks of flats</li> <li>• Proposed review of operating guidance</li> <li>• Use of existing widely available worked examples</li> </ul> |

|  |  |
|--|--|
| 1.4  | <b>Licensing schemes</b>   |
| Justify the importance of property licensing schemes | <ul style="list-style-type: none"> <li>• Mandatory Housing in Multiple Occupation (HMO) licensing</li> <li>• Additional HMO licensing</li> <li>• Selective licencing of private rented houses</li> <li>• Understand benefits of schemes</li> </ul> |

## 2 Understand the Housing and Planning Act 2016 and associated statutory Instruments

|   |   |
|---|---|
| 2.1   | <b>Principle parts</b>  |
| Explain the relevant parts of the Housing and Planning Act 2016 currently used in Private Rented Sector | <ul style="list-style-type: none"> <li>• Civil penalty notices-with reference to guidance and First-tier Tribunal decisions</li> <li>• Banning orders</li> <li>• Mayor's Rogue landlord and agent checker and national rogue landlord database</li> <li>• Rent repayment orders- with reference to guidance and First-tier Tribunal decisions</li> <li>• Compulsory purchase of empty homes</li> <li>• Appropriate Government guidance documents available to read</li> </ul> |

|  |  |
|--|--|
| 2.2  | <b>Principle statutory instruments to include</b>  |
| Evaluate the relevant Housing and Planning Act 2016 Statutory Instruments used by regulators | <ul style="list-style-type: none"> <li>• Electrical Safety Standards in the Private Rented Sector (England) Regulations 2020</li> <li>• The Rent Repayment Orders and Financial Penalties (Amounts Recovered) (England) Regulations 2017</li> <li>• The Housing and Planning Act 2016 (Database of Rogue Landlords and Property Agents) Regulations 2018</li> <li>• Reference to published guidance documents</li> </ul> |

### 3 Understand other legal powers and remedies to resolve housing problems

3.1

Explain powers and remedies that may be employed as an alternative to the Housing, Health and Safety Rating System.

#### **Environmental Protection Act 1990**

- S82 and stated case law State of the premises
- Risk of disease or illness- Not personal injury
- Narrow interpretation of Oakley V Birmingham CC case
- Nuisance limb
- Reference to published guidance documents

#### **Public Health Acts 1936 & 1961**

- Drainage provisions
- Identify the process to remedy filthy and verminous persons or premises
- Public Health Act 1936- S.268 Tent van or shed

#### **Prevention of Damage by Pests Act 1949**

- Council responsibilities
- Duties on occupiers of land
- Identify the wider public health risks associated with pests and vermin to buildings and occupiers in a housing context

#### **The Smoke and Carbon Monoxide Regulations 2015**

- Identify the hazards and health risks of carbon monoxide and uncontrolled fire
- Recognise relevant buildings and tenancies where the regulations apply and permitted exemptions apply
- Link with HHSRS

#### **Fire safety**

- Fire Safety Bill 2019-2021 aims to amend the Regulatory Reform (Fire Safety) Order 2005
- MHCLG .Advice note for Building Owners of Multi-storey, Multi-occupied Residential Buildings

#### **Housing Grants and Construction and Regeneration Act 1996**



|   |  |
|---|--|
| 3.2   | <b>Understand which remedy is most appropriate depending on tenure or and evidence</b>   |
| Justify the choice of legal powers and/or remedies for a range of circumstances | <ul style="list-style-type: none"> <li>• Severity of complaint and speed of response required</li> <li>• Landlord's responsibilities</li> <li>• Tenant's responsibilities</li> <li>• Likely health impacts</li> <li>• Single property or House in Multiple Occupation (HMO)</li> <li>• Empty homes in disrepair</li> </ul> |

#### 4 Understand the Landlord and Tenant Acts and associated legislation

|  |  |
|--|--|
| 4.1                                      | <ul style="list-style-type: none"> <li>• Protection of Eviction Act 1977</li> <li>• Tenant Fees Act 2019</li> <li>• Housing Act 1988</li> <li>• Deregulation Act 2015</li> </ul> |
| Explain the Landlord and Tenant Act 1985 |  |

|  |  |
|--|--|
| 4.2  | <b>Act enforcement</b>   |
| Explain how the Acts are enforced to prevent illegal eviction and harassment | <ul style="list-style-type: none"> <li>• What constitutes harassment</li> <li>• What is illegal eviction</li> <li>• Occupiers civil remedies against perpetrators e.g. Injunctions</li> <li>• Offences involving violence</li> <li>• Practical steps to prevent legal eviction e.g. Role of Council TRO</li> </ul> |

|   |  |
|---|--|
| 4.3   | <b>Historical context</b>  |
| Explain the importance of the Fitness for Human Habitation Act 2018 | <ul style="list-style-type: none"> <li>• Unable to use HHSRS in premises where Council was landlord using 1985 HA</li> <li>• Unrealistic rent limits to use Fitness standard</li> <li>• Grenfell Tower fire</li> <li>• "not reasonably suitable for occupation"</li> </ul> |

|  |   |
|--|---|
| 4.4  | <ul style="list-style-type: none"> <li>• Remedy in Civil court- Local Housing Authority has no enforcement role</li> <li>• Value of formal enforcement notices and orders to tenants making a claim</li> <li>• Officers acting as expert witnesses</li> </ul> |
| Discuss relevance of the Human Habitation Act to Local Housing Authorities |   |

## Module 4LE: Law and Enforcement

---

**7 credits**

**69 GLH**

### About this unit

Enforcement Officers must be able to effectively apply legislation to decisively, quickly and proportionately resolve poor housing conditions, secure satisfactory safety and amenity standards and to effectively regulate property management. It is important that officers know how to enforce the law in the proper manner. This is particularly important in Houses in Multiple Occupation (HMO) where some of the worst property conditions can be found. These buildings are often occupied by vulnerable groups who cannot afford other types of housing and the management may also be poor. Regulating HMOs is complicated and must be clearly understood as mistakes can impact on the owners, occupiers and also waste public money if decisions are appealed at Court or Tribunal.

It is important to understand the fundamentals of the English legal system to include the First -tier Tribunal so that officers know how the law is enforced in Courts and Tribunals. This will ensure that housing is regulated effectively by well trained, confident and competent officers.

### You will learn

You will learn how to apply the correct law to resolve a variety of housing problems found across different tenures of private housing when complaints are received, and licences must be granted. You will learn to make the correct enforcement decisions to reduce risks depending on the hazard and vulnerable group occupying accommodation particularly in Houses in Multiple Occupation and other houses where licences are required to improve conditions and regulate management. You will learn the meanings of Houses in Multiple Occupation and know what HMOs require licensing, similarly you will learn why other houses may also need licensing to improve standard of management.

Finally, you will learn the tiers of English Courts and Tribunals and also know how to use the Data Protection Act and also the Regulators Code when coming to a housing enforcement decision.



**Learning outcome, assessment criteria and indicative content:**

**1 Be able to apply housing legislation to support enforcement decisions made by Local Authorities regulating the Private Rented Sector**

|  |  |
|--|--|
| 1.1  | Authorised officers' powers of entry into a premise to carry out an inspection and gather evidence under S 239 of the Housing Act 2004 including powers to <ul style="list-style-type: none"><li>• take someone with them</li><li>• take equipment or materials with them</li><li>• take measurements, photographs or make recordings</li><li>• leave recording equipment for later collection</li><li>• take samples of articles or substances; and in some cases, to carry out works</li></ul> |
|  | Know the form and period of notice of entry.   |
|  | Know when to apply for a warrant of entry.   |
|  | When no notice of entry is required to investigate where an offence may have been committed under S.72, 95 or 234(3).  |
| 1.2  | Serving Part 1 HHSRS notices and orders designed to improve or prohibit hazardous housing.   |
| Apply enforcement options available under the Housing Act 2004 | Duties and powers available depending on class of hazard identified.   |
|  | Justify which notice to serve based on risk <ul style="list-style-type: none"><li>• Hazard awareness notice</li><li>• Improvement notices</li><li>• Prohibition Orders</li><li>• Emergency provisions</li><li>• Demolition orders</li><li>• Clearance areas</li></ul>  |



|     |   |  |
|-----|---|--|
| 1.3 |   | <b>The importance of following procedures correctly</b> <ul style="list-style-type: none"><li>• Differences between serving notices or orders in houses and blocks of flats</li><li>• Operative date</li><li>• Contents, review and suspension</li><li>• Enforcement of notices and orders</li><li>• Consultation with fire and rescue service in certain cases</li><li>• Notices served on a person; orders served on a building</li><li>• Works in default</li></ul>   |
| 1.4 | Apply appropriate procedures to remedy poor housing conditions when using Housing Act 2004                        | <ul style="list-style-type: none"><li>• Identify which other Acts are available</li><li>• EPA 1990 Statutory nuisance abatement notices.</li><li>• Public Health Acts e.g. drainage.</li><li>• Landlord and Tenant Acts.</li><li>• Works in default as an alternative</li><li>• Housing and Planning Act- Civil penalty notices as an alternative to prosecution</li><li>• Rent repayment orders</li></ul>   |
| 1.5 | Justify use of other legislation to remedy housing problems when the Housing Act is not the best option available | <ul style="list-style-type: none"><li>• To assist landlords and managers to fully understand how to meet their legal responsibilities</li><li>• Ensure that Council enforcement is undertaken in a fair, equitable transparent and consistent manner based on the risk to the occupiers considering culpability and intent shown by the accused</li><li>• Understand the offences committed for failure to comply with notices or orders, licensing or HMO management</li><li>• How notices, orders and licences can be served either by hand , post or email referring to Section 7 of the Interpretations Act 1978</li></ul> |
| 1.6 | Evaluate the importance of the local enforcement policy to justify enforcement approach                           | <ul style="list-style-type: none"><li>• What is the scale of empty homes in London?</li><li>• Impact of empty homes on local community and homelessness</li><li>• Financial assistance</li><li>• Empty Dwelling Management orders</li><li>• Increased council tax rates</li><li>• Compulsory purchase orders</li><li>• Enforced sale</li></ul>   |

1.7

Apply enforcement action underpinned by relevant Acts

**Inspect a house (ideally in the PRS)**

- Identify health hazards and other structural or nuisance problems
- Justify the most appropriate Act to use to resolve the problem and protect the occupier
- Consider an enforcement policy and set of standards
- Decide the number of permitted persons using the room and space

## 2 Understand how Local Authorities regulate Houses in Multiple Occupation (HMO)

2.1

Differentiate Houses in Multiple Occupation

- Meaning of House in Multiple Occupation
- S.257 blocks of flats including fire safety
- HMO declarations
- Definition of a household
- Sole use condition
- Schedule 14 exemptions- Private providers of student accommodation are not exempted from definition
- Approved codes of practice for management of student accommodation e.g. UUK codes or ANUK Code
- Increased fire risk in HMOs due to conversion, occupation and layout

2.2

Explain all sets of Houses in Multiple Occupation management regulations

- Definition of 'manager' and 'person having control'
- Importance of all sets of HMO management regulations to regulate poor management practices
- Summary offence for failure to comply with regulations
- No notice process available so no appeal provision for failure to comply
- Which regulations can be used in S257 flats

2.3

Apply enforcement options to improve Houses in Multiple Occupations to secure decent standards

- Correct procedures to secure improvements depending on whether the HMO requires a licence or not (HHSRS or conditions)
- The offences committed for failure to comply with notices or orders

|     |  |   |
|-----|--|---|
| 2.4 |  | <ul style="list-style-type: none"><li>• Interim and final management orders</li><li>• The Health and safety condition to protect health safety and welfare of occupiers</li><li>• First -tier Tribunal authorisation for HMOs that do not require a licence</li><li>• Procedure for licensed HMOs where there is no prospect of it being licensed</li><li>• Effects of management orders</li><li>• Operation, variation and revocation of management orders</li><li>• Special Interim Management Orders</li></ul> |
| 2.5 | Use correct legislation when responding to the prevention of overcrowding of rented houses | <ul style="list-style-type: none"><li>• Arising out of wilful overcrowding by the landlord or by natural increase of family size</li><li>• Housing Act 1985 Part X or Housing Act 2004 HHSRS</li><li>• HHSRS Operating guidance</li><li>• Space standard</li><li>• Room standard</li><li>• Duties to rehouse</li><li>• Bedroom standard</li><li>• Consequences of serving a prohibition order – Land Compensation Act 1973</li><li>• Priority need</li><li>• HMO Overcrowding Notices</li></ul>                   |

### 3 Understand property licensing to improve conditions in the Private Rented Sector

|     |   |  |
|-----|---|--|
| 3.1 | Communicate the administrative steps in mandatory HMO licensing process | <ul style="list-style-type: none"><li>• What HMOs fall into licensing scope including block of flats</li><li>• Local licensing policy</li><li>• Application process</li><li>• Temporary exemption notices</li><li>• Tests of suitability to licence a HMO</li><li>• Tests for suitability of fitness and management</li><li>• Importance and application of mandatory and other conditions attached to property licences, particularly fire safety</li><li>• Duration, variation and revocation of licences</li><li>• Minimum room sizes</li><li>• Register of licences</li><li>• Offences for failure to licence and breach of conditions</li></ul> |
|-----|---|--|

|  |   |
|--|---|
| 3.2  | <ul style="list-style-type: none"> <li>• Reasons to designate area subject to additional licensing</li> <li>• Consultation period</li> <li>• Secretary of State approval or rejection</li> <li>• Duration of scheme and renewal</li> </ul>  |
| Summarise the principles and reasons for Additional HMO licensing schemes      |   |
| 3.3  | <ul style="list-style-type: none"> <li>• Part 3 Housing Act</li> <li>• What selective licensing aimed to achieve originally: tackling concerns over anti-social behaviour and low housing demand.</li> <li>• Expanded conditions for designation to include poor property conditions, high crime, high levels of deprivation and high migration</li> <li>• Consultation period</li> <li>• Secretary of State approval or rejection e.g. Liverpool</li> <li>• Duration of scheme and renewal</li> <li>• What conditions can be attached and what cannot</li> </ul> |
| 3.4  | <ul style="list-style-type: none"> <li>• Rent repayment orders</li> <li>• Civil action</li> </ul>   |
| Summarise other approaches to tackle poor management of licensed dwellings     |   |
| 3.5  | <p><b>Practical case study</b></p> <ul style="list-style-type: none"> <li>• Inspect a HMO</li> <li>• Identify hazards and score. Justify what action is necessary</li> <li>• Assess the management against the HMO regulations</li> <li>• Draft a licence with conditions and permitted numbers following the correct procedure</li> </ul>  |
| Use legislation to support enforcement decisions of property licensing schemes |   |

#### 4 Understand the fundamental basis of the English legal system

|   |  |
|---|--|
| 4.1   | <ul style="list-style-type: none"> <li>• Magistrates' Court</li> <li>• Crown Court</li> <li>• High Court</li> <li>• Court of Appeal</li> <li>• County court- civil cases e.g. possession proceedings</li> <li>• Summary or indictable offence</li> <li>• Strict liability offences e.g. breach of HMO management regulations</li> <li>• Burden of proof in civil and criminal cases</li> <li>• Innocent until proven guilty</li> </ul> |
| Research the types of Courts with example of cases that may be heard at each tier |  |

|   |  |
|---|--|
| 4.2   | <ul style="list-style-type: none"><li>• Effect of Article 8 of Mc Donald V McDonald.</li><li>• Tenants cannot resist eviction by a private landlord on the basis of the human rights/proportionality defence</li></ul>   |
| Justify the importance of the Human Rights Act 1998 on the Private Rented Sector                    |  |
| 4.3   | <ul style="list-style-type: none"><li>• Fair, lawful, and transparent processing</li><li>• How will personal landlord and tenant's data be collected protected and used</li><li>• Data controller</li><li>• Information Commissioner's Office (ICO)</li></ul>  |
| Review the principles of the Data Protection Act 2018 relating to Private Rented Sector enforcement |  |
| 4.4   | <ul style="list-style-type: none"><li>• Regulators must have regard to the code when developing policies and operational procedure and should:<ul style="list-style-type: none"><li>• Undertake activities in a way that supports those they regulate to comply and grow</li><li>• Provide simple and straightforward ways to engage</li><li>• Take a risk-based approach</li><li>• Share information about compliance and risk</li><li>• Provide clear information, guidance and advice</li><li>• Have a transparent approach</li></ul></li></ul> |
| Summarise the key aspects of the Regulators Code in relation to private sector housing regulation   |  |

## 5 Understand the role of the First-tier Tribunal (Property Chamber) (F-tT)

|  |  |
|--|--|
| 5.1  | <ul style="list-style-type: none"><li>• Quasi-judicial tribunal with limited powers</li><li>• Low costs hearings on a party v party basis so accessible to all</li><li>• Decisions are non-binding but can be considered as good practise</li><li>• Make up of Tribunals</li><li>• Directions given to each side</li><li>• Ability to appeal to the Lands Tribunal</li></ul> |
| Explain the process of appeal to the First-tier Tribunal |  |



---

5.2

Explain what can be appealed to the F-tT

- Applications, appeals and references relating to disputes over property and land.
  - Councils can make an application for a banning order following conviction
  - Rogue data base and banning orders
  - Landlords and managers can appeal against the following:
    - Appeal terms and conditions attached to HMO and selective licences
    - Refusal to grant a temporary exemption notice (TENs)
    - Appeal against HHSRS improvement notices and prohibition orders
    - Appeals against financial penalties imposed under Housing and Planning Acts
  - Explore important First-tier Tribunal (non-binding) and Upper Tribunal (binding) decisions
-

## Module 5IS: Investigative Skills

---

**5 credits**

**48 GLH**

### About this unit

All those working within the private rental sector will at some stage in their career receive complaints of poor housing conditions and encounter other housing offences including allegations of harassment and illegal eviction that will need to be thoroughly investigated, possibly resulting in enforcement action. Identifying a breach of a Housing Act (or similar) is a starting point, however they must be thoroughly and lawfully investigated. Most housing investigations will be resolved with the landlord complying with a notice and Court proceedings not having to be served. On occasions those working within the private rented sector will need to prepare a prosecution file and give evidence in Court. It is critically important to learn the steps required to investigate what may amount to breaches of legislation by identifying the offences committed, correctly gathering and presenting evidence in a methodical and legal way to comply with various codes of practice that can ultimately be brought before Court if necessary. Mistakes made not following legal procedures can result in an investigation failing on a technicality despite the apparent evidence. Understanding the impact of poor housing conditions, and subsequent enforcement action, on tenants is vital to achieving a successful outcome in a case, which will require officers to build strong and supportive professional relationships with tenants.

### You will learn

In this module you will comprehend the initial responsibilities of an investigation, in order for the correct and relevant types of evidence to be gathered in a manner that fully meet rules of investigation. You will learn the key principles and importance of the codes of practice when recording suspect interviews that are often fundamental to investigating offences. You will learn how to present the evidence gathered in written form including witness statements and reports and how to prepare a case file including the rules of disclosure of evidence to the defence to meet the public interest and evidential tests for the investigation to be brought before a Court if appropriate. You will learn how to use interpersonal skills to support tenants throughout this process. Finally, you will be able to explain the importance of giving evidence in Court to ensure the best chance of securing a conviction following your investigation.

**Learning outcome, assessment criteria and indicative content:**

**1 Be able to prepare for an investigation into unsatisfactory housing conditions or harassment and illegal eviction**

|     |   |  |
|-----|---|--|
| 1.1 |   | <ul style="list-style-type: none"><li>• Research the nature of the investigation before leaving the office</li><li>• Gather as much initial detail as possible from complainant</li><li>• Identify which piece of legislation is most appropriate to secure desired outcome e.g. HHSRS or EPA</li><li>• Investigate previous history of action at address or against owner</li><li>• Gather online available evidence e.g. Registered owners' details or agents' details</li><li>• Consider what other offences may come apparent during investigation e.g. failure to licence, overcrowding, hoarding or vulnerable occupiers</li><li>• Identify which equipment to take e.g. damp meter, tape measure, ladder, camera, torch etc.</li><li>• Calibration of equipment</li><li>• Allow sufficient time as multiple visits may be required</li><li>• Understand what the investigation is trying to achieve- solving a housing condition problem and protecting a tenant</li><li>• Plan to legally gain entry into the dwelling</li></ul> |
| 1.2 | Use necessary skills to undertake an effective investigation and build effective relationships with tenants | <ul style="list-style-type: none"><li>• Investigate with an open mind – don't prejudge outcome</li><li>• Multi Agency working e.g. with fire service, Trading Standards and planning enforcement</li><li>• Importance of clear and unambiguous written, verbal and non-verbal communication skills</li><li>• Emotional intelligence, reasonableness and balance</li><li>• Objectivity</li><li>• importance of probity, impartiality and neutrality</li><li>• Active listening</li><li>• Professional curiosity</li><li>• Investigate mindset</li></ul>   |

|  |   |   |
|--|---|---|
| 1.3  | Assist tenants to access appropriate guidance and support during the investigation                            | <ul style="list-style-type: none"> <li>• Tenants' rights and responsibilities</li> <li>• Understand the impact of poor conditions and enforcement action on tenants</li> <li>• Recognise how tenant's individual circumstances may make them particularly vulnerable, and may impact on their willingness to provide evidence</li> <li>• Importance of cross-department and multi-agency working to support tenants</li> <li>• Signpost to appropriate sources of advice and support</li> </ul>   |
| 1.4  | Define the roles and responsibilities of officers involved in a criminal investigation                        | <ul style="list-style-type: none"> <li>• Investigating Officer</li> <li>• Officer in charge of an Investigation</li> <li>• Disclosure officer</li> <li>• Prosecutor</li> </ul>  |
| <b>2 Be able to investigate allegations of harassment and illegal eviction</b> |   |   |
| 2.1  | Demonstrate practical steps when dealing with occupiers experiencing harassment or illegal eviction can take. | <ul style="list-style-type: none"> <li>• Reporting the events to the local authority's tenancy relations officer (TRO)</li> <li>• Keeping a diary, notes and photographs with detailing all events that take place for example threats of violence or withholding of gas and electric supply</li> <li>• Involving the police for support</li> <li>• Seeking advice and support from council and external services</li> <li>• Only communication with the landlord in writing</li> <li>• Always having a friend to corroborate discussions and events</li> </ul> |
| 2.2  | Propose legal remedies to prevent harassment and illegal eviction   | <ul style="list-style-type: none"> <li>• Injunction against the landlord</li> <li>• Breach of contract</li> <li>• Application for damages as compensation</li> <li>• Prosecution of the landlord by landlord by Local Housing Authority or Police</li> <li>• Protections offered for tenants of licensed properties</li> <li>• Warrant for arrest if serious situations</li> </ul>  |

### 3 Be able to gather evidence during the investigation following PACE procedures

|     |   |   |
|-----|---|---|
| 3.1 |   | <ul style="list-style-type: none"><li>• Have regards for relevant statutory and non-statutory guidance</li><li>• Identifying conditions and deficiencies based on whole house survey</li><li>• Prepare accurate written and photographic records and keep in an electronic or written form</li><li>• Consider other evidence from other sources or lines of enquiry including partnership and multi-agency working</li><li>• Consider other existing case law or non-binding tribunal decisions that may guide outcome decision</li><li>• Importance of gathering sufficient evidence to establish an offence and know what the offence is</li><li>• Use of other administrative tools to ensure correct service including Local Government Miscellaneous Provisions Act 1976 S16 Requisition for information to gather information</li></ul> |
| 3.2 | Co-ordinate different types of evidence that can be gathered and used in an investigation | <ul style="list-style-type: none"><li>• Written contemporaneous notes correctly made in pocket note book, tablet or similar</li><li>• Primary and secondary evidence</li><li>• Hearsay evidence (generally inadmissible in criminal investigation)</li><li>• Floor sketch plans and measurements</li><li>• Oral evidence</li><li>• Photographic evidence</li><li>• Witness statements from occupiers</li><li>• Exhibiting evidence</li><li>• Bad character evidence</li><li>• Samples taken away from property for further analysis</li></ul>   |
| 3.3 | Secure collected evidence as part of an investigation                                     | <ul style="list-style-type: none"><li>• Rules of disclosure</li><li>• Correct handling and continuity of evidence</li><li>• Purpose of contemporaneous notes for use in investigation</li><li>• Preparation of statements and reports as part of the investigation</li><li>• Admissibility of evidence in Court</li></ul>   |



|     |   |  |
|-----|---|--|
| 3.4 |   | <ul style="list-style-type: none"><li>• Correct structure to get the facts right first time</li><li>• Statement of Truth at the end.</li><li>• No opinions except for an expert</li><li>• Chronological series of events</li><li>• Perjury in a statement is a serious offence</li><li>• Signed and dated</li><li>• Robust enough to be tested in Court</li></ul>  |
| 3.5 | Justify the importance of a witness statement and report writing in the Court procedure |  |
| 3.5 | Summarise the principles of a formal interview under caution                            | <ul style="list-style-type: none"><li>• Understand the purpose of an interview</li><li>• Understanding of PACE codes to make sure evidence is admissible</li><li>• Know the correct time to caution a suspect and record the interview</li><li>• Interviewing in the field of in an office</li><li>• Understand how poor interviewing and preparation can undermine an investigation and waste time and resources</li><li>• Understand the correct legal procedure</li><li>• Preparing relevant questions in advance</li><li>• Sufficient interviewing technique practise and preparation to ensure success</li><li>• Ability to assess credibility and draw conclusions.</li><li>• Role of legal representatives</li><li>• Managing no comment interviews</li></ul> |
| 3.6 | Implement an enforcement decision based on the evidence gathered                        | <ul style="list-style-type: none"><li>• Not all investigations will result in a prosecution- who takes final decision</li><li>• Prepare a compelling, thorough and balanced written report with recommendation for disposal based on the evidence</li><li>• Must be proportionate to the offence</li><li>• Display all evidence and unused evidence in disclosure report</li><li>• Consider occupiers wishes</li><li>• Track record of the landlord or managing agent</li><li>• Balance all evidence against Code for Crown Prosecutors and local enforcement policy to make decision</li><li>• Will decision have a realistic likelihood of success when scrutinised and tested</li><li>• Review all evidence prior to final decision</li></ul>                     |

#### 4 Understand how to successfully give evidence in Courts and Tribunals

|   |  |
|---|--|
| 4.1<br>Examine how Courts and Tribunals are presided over                                 | <ul style="list-style-type: none"><li>• Quasi-judicial less formal format of First-tier Tribunal</li><li>• Upper Tribunal</li><li>• Bench of Magistrates</li><li>• County Court</li><li>• Court procedure rules</li><li>• Typical layout of a Court</li><li>• Roles of officials and correct form of address<ul style="list-style-type: none"><li>• Court Clerks</li><li>• Which Courts do a Judge preside over</li><li>• Trial by Jury and make up of jury</li><li>• Barristers and Solicitors</li><li>• Witnesses</li><li>• Tribunal members</li></ul></li></ul> |
| 4.2<br>Explain the role of a witness in Court   | <ul style="list-style-type: none"><li>• Witnesses evidence builds up a picture of what has happened so a court can reach a verdict or decision- prosecution or defence</li><li>• Role of Expert witness – duty to the Court at all times</li><li>• Giving evidence under oath or affirmation</li><li>• Use of contemporaneous notes in the witness box</li><li>• Importance of addressing the bench or judge correctly</li><li>• Contempt of court</li><li>• Cross examination and how to reply to the opposition legal representative</li></ul>                   |
| 4.3<br>Explain how to successfully defend an appeal against a notice or licence condition | <ul style="list-style-type: none"><li>• Is evidence gathered and HHSRS scores justifiable and reasonable to stand up to scrutiny</li><li>• Supporting evidence gathered from similar tribunal decision</li><li>• Review all documents for procedural accuracy e.g. entry, authorisation, calibration etc.</li><li>• What is the financial risk of defending an appeal e.g. costs of experts, and possible exposure to opposition costs</li></ul>   |



---

4.4

Define basic legal terms commonly used in a Court or Tribunal

**Including:**

- Material
  - Sensitive material
  - Plaintiff
  - Applicant
  - Respondent
  - Evidence in chief
  - Cross examination
  - Statutory Limitation
  - Spent conviction
  - Summary offences
  - Indictable Offences
  - Triable either way
  - Beyond reasonable doubt
  - On the balance of probabilities
-



## Appendices

---

### Appendix 1: Command Verbs

| Verb        | Meaning  |
|-------------|--|
| Assess      | Evaluate or estimate the nature, ability, or quality.  |
| Adapt       | Change to make suitable for a well-defined routine use or purpose.   |
| Analyse     | Break the topic down into separate parts and examine each part, with thoughts and judgements. Show how the main ideas are related and why they are important.  |
| Annotate    | Add notation or labelling to a graph, diagram or other drawing.  |
| Apply       | Put into operation or use.<br><br>Use relevant skills / knowledge / understanding appropriate to context.<br><br>Put into effect in a recognised way.  |
| Appraise    | Consider, weigh up, judge.   |
| Argue       | Provide reasoned arguments for or against and arrive at an appropriate conclusion.   |
| Assess      | Use available information to make a reasoned judgement.  |
| Calculate   | Generate a numerical answer, with workings shown for a well-defined task or straightforward problem. Work out the value of something.  |
| Carry out   | Complete a well-defined or routine task/activity using basic practical skills and factual knowledge. Generally routine task or activity.   |
| Collect     | Collect, organise and present results and investigations for a well-defined, generally routine task or activity.   |
| Communicate | Share thoughts, feelings or ideas by speaking, writing, actions etc.<br><br>Exchange thoughts, feelings or ideas by speech, writing, gestures etc. for a well-defined, generally routine task or activity. |

| Verb            | Meaning  |
|-----------------|--|
| Compare         | Identify similarities and differences for a well-defined, generally routine task or activity. Draw an analogy between one thing and another for the purpose of clarification or explanation. |
| Complete        | Finish a task by adding to given information.  |
| Consider        | Think carefully about (something), typically before making a decision. Review and respond to given information.  |
| Contrast        | Look for differences leading to an informed decision.  |
| Contribute (to) | To take part in a task or to give ideas or opinions about a topic.   |
| Create          | To originate, e.g. to produce a solution to a problem for a well-defined, generally routine task or activity.  |
| Debate          | Present different perspectives on an issue.  |
| Define          | State or describe exactly the nature, scope, or meaning of something.<br>Write the precise meaning of a word or phrase. May include quotation of a source.                                   |
| Demonstrate     | Complete a well-defined, generally routine task or activity, showing an understanding of facts, procedures and ideas of a topic.   |
| Describe        | Give an account in words (someone or something), including all the relevant characteristics, qualities or events.  |
| Determine       | Use given data or information to obtain an answer.   |
| Develop         | Build on a topic or activity.  |
| Discuss         | Talk about (something) with another person or group of people or write about (a topic) in detail, taking into account different ideas and opinions.  |
| Distinguish     | Provide a summary of the differences between items/points of view.   |
| Establish       | Secure acceptance for/Come to an understanding of.   |
| Evaluate        | Form an idea of the amount, number, or value of someone or something.  |
| Examine         | Inspect (someone or something) in detail to determine the nature or condition.   |

| Verb                  | Meaning  |
|-----------------------|--|
| Explain               | Make an idea, situation or problem clear (to someone) by describing it in detail revealing relevant data or facts.   |
| Explore               | Investigate without preconceptions about the outcome.  |
| Follow (instructions) | To go in the direction of or to be guided by instructions in an area of study or field of work.  |
| Give examples (of)    | Provide relevant examples for the topic in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. |
| Identify              | List or name the main points in an area of study or field of work.   |
| Illustrate            | Make clear by using examples or provide diagrams.  |
| Implement             | To fulfil, perform or carry out a plan, action, task or procedure.   |
| Indicate              | Point out or show using words, illustrations or actions.   |
| Interpret             | Explain the meaning.   |
| Investigate           | Research into and study of materials and sources to establish facts and reach conclusions.   |
| Justify               | Support recommendations, explanations or arguments with valid reasons for and against. Support a case with evidence.   |
| List                  | State or make a list of basic items in words, as a statement or a comment without further elaboration.   |
| Locate                | Find, identify or show where to find a defined item.   |
| Maintain              | Keep up or continue in current condition in an area of study or field of work.   |
| Modify                | Amend or update in an area of study or field of work.  |
| Monitor               | Watch or oversee the progress of something.  |
| Name                  | To provide appropriate word(s) or term(s).   |
| Organise              | To arrange or prepare something, usually requiring time, thought and elements of order.  |

| Verb             | Meaning  |
|------------------|--|
| Outline          | A general plan giving the essential features but not the detail. The main features or general principles of something. Brief details that cover main points, ignoring minor details. |
| Participate (in) | Communicate and take part in simple dialogue or task.  |
| Predict          | Give a plausible outcome.  |
| Prepare/ Produce | To make, create, bring or find.  |
| Recognise        | Demonstrating an understanding through general identification.   |
| Recommend        | Put forward proposals supported with a clear rationale.  |
| Record           | Produce or record relevant information in writing or by other methods.   |
| Reflect          | Give thoughtful, balanced consideration to an issue or action.   |
| Report           | To prepare a detailed account or statement about an event or topic.  |
| Research         | Systematically investigate into and study of materials and sources in order to establish facts and reach new conclusions.  |
| Review           | Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not.   |
| State            | Give brief information about the topic. Could be in form of a short sentence, list or bullet points or brief, clear sentences.   |
| Suggest          | Put forward for consideration a viewpoint or idea. Present a possible case.  |
| Summarise        | Give a concise account of key points in a concise way going over the main points, omit details and examples.   |
| Test             | Determine the presence, quality, or truth of something.  |
| Use              | Apply knowledge to show understanding of structured tasks and activities and the steps needed to carry them out.   |

## Appendix 2: Alignment to CIEH's Competency Framework

The table below shows the areas of Technical and Functional competencies of the CIEH Competency Framework covered in the five modules of the Level 5 Applied Diploma in Private Rental Sector: Enforcement and Standards.

| Module  | Competency Framework reference  |
|---|---|
| 1RLA<br>Private Rented Sector and the Role of the Local Authority | HL1 Housing legislation<br>HL2 Legislative options in housing<br>HL3 Fire safety law<br>HT4 Social and environmental stressors<br>HT5 Community cohesion and sustainability<br>G2 Governmental agencies                       |
| 2PBS<br>Principles of Building Surveying                          | HL1 Housing legislation<br>HL3 Fire safety law<br>HT1 Building construction and applied technology<br>HT2 Housing defects and deficiencies<br>HT3 Range of housing tenure   |
| 3HLT<br>Housing Legislation Toolkit                               | HL1 Housing legislation<br>HL2 Legislative options in housing<br>HL3 Fire safety law<br>HT2 Housing defects and deficiencies<br>G2 Governmental agencies  |
| 4LE<br>Law and Enforcement  | HL1 Housing legislation<br>HL2 Legislative options in housing<br>HT4 Social and environmental stressors<br>HT5 Community cohesion and sustainability<br>G1 Social, political and economic Factors<br>G2 Governmental agencies |
| 5IS<br>Investigative Skills                                       | HT4 Social, political and economic Factors<br>HT5 Community cohesion and sustainability<br>G1 Social, political and economic Factors<br>G2 Governmental agencies<br>G3 Health and well-being                                  |

LEA207.1020





**From:** [REDACTED]@london.gov.uk>  
**Sent:** 18 February 2022 09:44  
**To:** [REDACTED]@london.gov.uk> [REDACTED]@mdx.ac.uk>  
**Cc:** [REDACTED]@london.gov.uk>  
**Subject:** Re: Urgent - incorrect information in press release

Morning,  
No problem, I'll delete the link.

[REDACTED]

Get [Outlook for iOS](#)

---

**From:** [REDACTED]@london.gov.uk>  
**Sent:** Friday, February 18, 2022 9:31 am  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** FW: Urgent - incorrect information in press release

Hi [REDACTED]

Please see below from [REDACTED], can you please urgently amend this in the press release?

Thanks

[REDACTED]

[REDACTED]  
**Senior Project Officer**  
GREATERLONDONAUTHORITY  
City Hall, Kamal Chunchie Way, London E16 1ZE

[REDACTED]

**london.gov.uk**  
[REDACTED]@london.gov.uk

**My pronouns are:** [REDACTED]



**From:** [REDACTED]@mdx.ac.uk>  
**Sent:** 17 February 2022 16:08  
**To:** [REDACTED]@london.gov.uk>  
**Subject:** FW: Urgent - incorrect information in press release  
**Importance:** High

[REDACTED]

My colleague has just spotted a flaw in the press release. The link provided to the programme is going to the advanced private sector housing module. This is the level 7 module that we run as CPD.

As we set this up originally as a closed programme ie only available to GLA approved applicants there is no web presence for the private sector housing interventions award.



Is there any way in which the link can be removed so that people do not end up applying for the wrong programme.

Regards [REDACTED]

**From:** [REDACTED]@mdx.ac.uk>  
**Sent:** 17 February 2022 15:19  
**To:** [REDACTED]@mdx.ac.uk>  
**Cc:** [REDACTED]@mdx.ac.uk>  
**Subject:** Urgent - incorrect information in press release  
**Importance:** High

Dear [REDACTED]

Further to my email to you a few minutes ago, I'm not sure who put all this together, but what I have been told below by a colleague is unfortunately incorrect and this needs to be resolved as it has my email as the contact on it. The link to this course is completely wrong and I have no idea if there is another link available to the GLA/CIEH course for applications.

[REDACTED] I am letting you know as we may now get incorrect applications for PRS4117 (I have 2 to look at today).

[REDACTED] this is what I have been sent:

The link to the MOL press release is here: <https://www.london.gov.uk/press-releases/mayoral/mayor-steps-up-fight-against-rookie-landlords> They mention the PSH Interventions course in the text, but link to the Advanced course in the notes.

As a result, the reports appearing in some of the trade press are incorrect. One example here: <https://www.lettingagenttoday.co.uk/breaking-news/2022/2/clampdown-on-agents-by-council-officers-with-qualifications>

[REDACTED] please can you resolve this.