



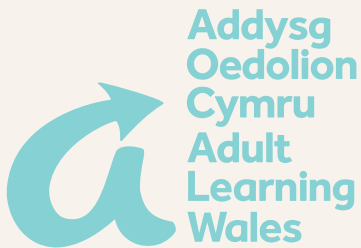
# Opening Doors Level 2 Course

**Credits: Three    Unit Code: HD62CY005**  
**Unit Title: Housing and Homelessness**  
**Regulatory Reference Number: H/508/1870**  
**Unit ID: CDL193**



**Shelter**  
Cymru

**Education**  
Addysg



### **Addysg Oedolion Cymru | Adult Learning Wales**

provides a credit-based learning system giving you the opportunity to obtain learning credits.

This way of learning is accredited through an independent awarding organisation known as Agored Cymru.

The credits you will achieve are acknowledged nationally and can be added to and built upon as you continue to learn.

### **How do I get a credit?**

The workbook provided will guide you step by step through the work you need to include to meet the criteria to achieve the credit awarded for this course.

### **What will I need to do?**

#### **You will need to:**

Complete each page of the workbook. Extra sheets can be included if necessary.

Include additional evidence wherever possible; this could be relevant training notes, personal notes, photographs, newspaper articles, video coverage of activities, advertising, handouts, leaflets and evidence from your work relating to the assessment criteria.

Be observed demonstrating the relevant tasks. Witness statements must be signed by the supervisor/trainer/ colleague who witnessed the task.

### **What will happen next?**

Your work will be presented to a moderator for approval. When this has been completed your work will be sent back to you along with your certificate from Agored Cymru acknowledging your achievement



# About Shelter Cymru...

## Our vision

Everyone in Wales should have a decent and affordable home: it is the foundation for the health and well-being of people and communities.

## Our mission

Shelter Cymru's mission is to improve people's lives through our advice and support services and through training, education and information work. Through our policy, research, campaigning and lobbying, we will help overcome the barriers that stand in the way of people in Wales having a decent affordable home.

## Our values

Be independent and not compromised in any aspect of our work with people in housing need.

Work as equals with people in housing need, respect their needs, and help them to take control of their own lives.

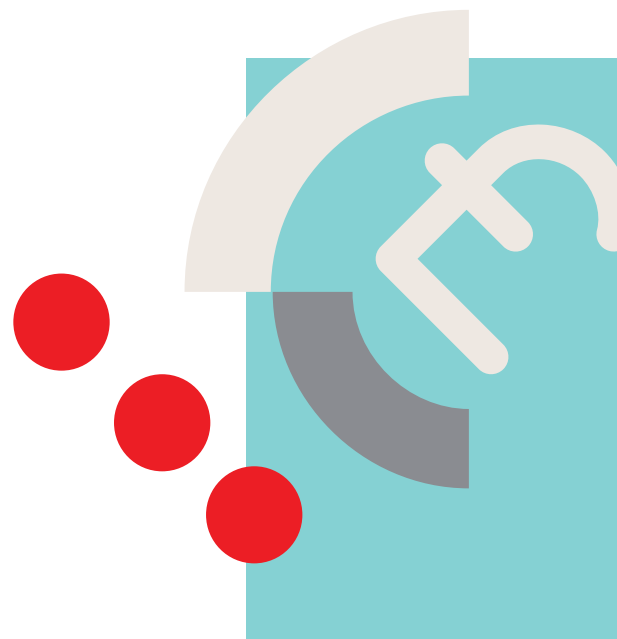
Constructively challenge to ensure people are properly assisted and to improve good practice

Shelter Cymru is Wales' people and homes charity. We believe that a decent secure home is a fundamental right and essential to the health and well-being of people and communities.

We provide independent specialist advice, advocacy and legal representation for anyone with housing problems. Last year, our advisers provided face-to-face help over 19,000 people from all over Wales, helping to prevent homelessness in 86 per cent of cases where it was threatened.

Meanwhile, more than 425,000 people visited our Advice Online pages for help.

Through our campaigning, research and policy work we influence the legislative agenda relating to housing and homelessness in Wales, while our education service aims to prevent homelessness by working with young people and providing detailed teaching and learning resources.



# ESDGC, Welsh culture and basic skills

Whilst you are working on collecting evidence of your learning for the workbook consider how you might include references to Education for Sustainable Development and Global Citizenship (ESDGC) and / or Welsh Culture.

ESDGC is about responsibility, recognising that your decisions and lifestyle choices are linked to the lives of others all over the world.

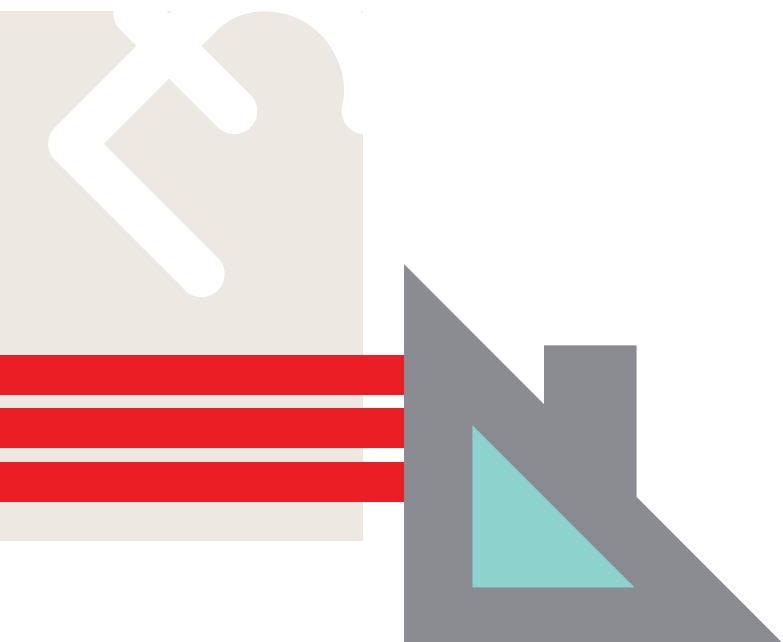
Everything from the way we look after our bodies to the way we choose to travel and contribute to activities within our local communities will have an impact on both our own lives and those of others. For example, choosing to volunteer in an information project, community shop or neighbourhood scheme will benefit both you and those who you work with.

Also remember that you live in Wales and Welsh people share a special identity both in the way Wales is governed and by the fact that we have an additional language, Welsh.



## Asking for help

If you need help with your writing, spelling and / or grammar ask your tutor what support is available to you.



# Student Declaration

## Declaration

I declare that I have completed all the work in this portfolio and all evidence statements have been signed by a supervisor / tutor / group leader or key worker.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_ DD / MM / YYYY



<b>Course:</b>	Opening Doors		
<b>Unit title:</b>	Housing and Homelessness Level: Two Credits: Three		
<b>Assignment title:</b>	Workbook *This workbook is the minimum required to achieve the unit accreditation.		
<b>Tutor/ Assessor name:</b>			
<b>Evidence can include:</b>	Witness Statements Task Sheets Group Work Posters and Presentations Self-Reflection		
<b>Personal, Learning &amp; Thinking Skills (PLTS)</b>	Candidates undertaking this unit will demonstrate PLTS in the following areas: <ul style="list-style-type: none"> <li>■ Reflective learners</li> <li>■ Self-managers</li> <li>■ Effective participants.</li> <li>■ Creative thinkers</li> <li>■ Team Workers</li> </ul>		
<b>Start date:</b>		<b>Completion date:</b>	



# Purpose and Aim:

The Shelter Cymru **Housing and Homelessness** unit aims to raise awareness of young people on housing and homelessness with an overall aim to reduce future homelessness and housing issues among young people.

## Housing and Homelessness

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about different types of accommodation	1.1 Describe the factors that create a home 1.2 Describe different types of accommodation 1.3 Assess different types of accommodation
2. Understand potential causes of homelessness	2.1 Define the term homelessness 2.2 Assess definitions of homelessness 2.3 Describe the potential causes of homelessness
3. Understand the decisions involved in leaving home	3.1 Assess the positives and negatives for living at home 3.2 Describe a range of reasons why young people may leave home 3.3 Identify a range of sources where a person would access information on housing options
4. Know how to decide on housing requirements	4.1 Describe the accommodation options available to young people 4.2 Assess personal preferred choice of accommodation 4.3 Assess financial and household resources required to live independently 4.4 Describe tenants and landlords' responsibilities 4.5 Describe a range of sources for help, support and advice when living independently
<b>AC1.2</b> A minimum of four. <b>AC2.2</b> E.g. Welsh Government/Shelter Cymru definitions. <b>AC3.1</b> A home can mean different things to different young people. You may wish to consider homes with a parent/carer, a care home, foster care etc. <b>AC3.3</b> A minimum of three. <b>AC4.3</b> A minimum of three. <b>AC4.4</b> A minimum of three for each (total six). <b>AC4.5</b> A minimum of four. If not specifically stated in the assessment information, a plural statement in any assessment criterion means a minimum of two.	

# Formative Assessment Record

Formative assessment is about learning in progress. It involves helping learners move on while they're on course, and needs to be done every time learners approach something new. It can be written or verbal, formal or informal and can be delivered by the tutor, peers, outside collaborators or the learner.

<b>Learner name</b>		<b>Course title:</b>	Opening Doors
<b>Tutor/Assessor name:</b>		<b>Unit code:</b>	HD62CY005

Assessment criteria no.	Description of evidence	Portfolio ref. (page no.)	Date achieved
1.1	Task sheet	9	
1.2	Task sheet	17	
1.3	Task sheet	18+19	
2.1	Task sheet & tutor statement	13	
2.2	Task sheet	14	
2.3	Task sheet & tutor statement	15	
3.1	Task sheet	10+11	
3.2	Task sheet	12	
3.3	Task sheet	27	
4.1	Task sheet	20	
4.2	Task sheet	21	
4.3	Task sheet	23	
4.4	Task sheet	25	
4.5	Task sheet	27	

<b>Formative assessment comments</b>	
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<b>Tutor/assessor signature</b>		<b>Date</b>	
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<b>Internal quality assurer signature</b>		<b>IQA confirmation of Award</b>
		Yes <input type="checkbox"/> No <input type="checkbox"/>



# Task sheet 1 - Assessed activity

<b>L.O</b>	<b>1. Know about different types of accommodation</b>
<b>A.C</b>	<b>1.1 Describe the factors that create a home</b>

“HOME: The place where one lives permanently, especially as a member of a family or household”

[www.oxfordenglishdictionaries.com](http://www.oxfordenglishdictionaries.com)

**Task 1: Think of 3 things that make you feel at home. Using the boxes below, identify these and describe why they are important to create a home.**

**1.**

Why is it important?

**2.**

Why is it important?

**3.**

Why is it important?

## Task sheet 2 - Assessed activity

<b>L.O</b>	<b>3. Understand the decisions involved in leaving home</b>
<b>A.C</b>	<b>3.1 Assess the positives and negatives for living at home</b>

More and more young people are choosing to stay at home due to financial reasons.

**Task 2: Give at least 3 positives and negatives of living at home and write them in the columns below.**

<b>Positives</b>	<b>Negatives:</b>

# Task sheet 3 - Assessed activity

L.O	3. Understand the decisions involved in leaving home
A.C	3.1 Assess the positives and negatives for living at home

Now that you have considered the positive and negatives of living at home, some of these points may apply to you.

Task 3: In the box below, consider if there are more positives or negatives to living at home, then explain whether living at home is the best option for you.

Remember to give reasons why you have made this decision.



# Task sheet 4 - Assessed activity

L.O	3. Understand the decisions involved in leaving home
A.C	3.2 Describe a range of reasons why young people may leave home

Eventually most people leave home, In the boxes below, describe 4 reasons why young people may leave home.



# Task sheet 5 - Assessed activity

<b>L.O</b>	<b>2. Understand potential causes of homelessness</b>
<b>A.C</b>	<b>2.1 Define the term homelessness</b>

The Welsh Government describe the term 'homelessness' as:

"Where a person lacks accommodation or where their tenure is not secure" Welsh Assembly Government 2008

**Task 5: In your own words, give the definition of 'homelessness' and explain what 'homelessness' means to you in the boxes below.**

**Definition of homelessness:**

**What does homelessness mean to you?**

# Task sheet 6 - Assessed activity

<b>L.O</b>	<b>2. Understand potential causes of homelessness</b>
<b>A.C</b>	<b>2.2 Assess definitions of homelessness</b>

Task 6: In groups, discuss the definitions of homelessness that you produced in A.C 2.1, as well as the definitions on handout 1, pg. 29 (i.e. Shelter Cymru or Welsh Government definitions)

Consider each definition, assessing each one. Make a judgement as to which one you prefer, remembering to explain your answer using full sentences.

# Task sheet 7 - Assessed activity

<b>L.O</b>	<b>2. Understand potential causes of homelessness</b>
<b>A.C</b>	<b>2.3 Describe the potential causes of homelessness</b>

There are many reasons why someone may become homeless..

Task 7: Using the scenarios on the handout provided, in the boxes below describe some of the reasons a person may become homeless.



# Task sheet 8 - Non-assessed activity

L.O	2. Understand potential causes of homelessness
A.C	2.1 Define the term homelessness

The Housing (Wales) Act 2014 is Wales' first ever housing act which aims to improve the supply, quality and standards of housing in Wales. The change in the homelessness law means that local authorities have a duty to help anyone threatened within 56 days with a greater focus on homelessness prevention.

Read and discuss the summary of the Housing (Wales) Act 2014. Refer to handouts two and three on the Housing (Wales) Act 2014 and Welfare Reform and how the act impacts young people in Wales (aged 16-25).





# Task sheet 9 - Assessed activity

L.O	1. Know about different types of accommodation
A.C	1.2 Describe different types of accommodation

Task 9: In your groups, discuss different types of accommodation/homes. Choose 4 different types of accommodation list and describe them in the boxes below.

1.

2.

3.

4.

# Task sheet 10 - Assessed activity

<b>L.O</b>	<b>1. Know about different types of accommodation</b>
<b>A.C</b>	<b>1.3 Assess different types of accommodation</b>

Task 10: Thinking about your 4 chosen types of accommodation describe the advantages and disadvantages of living these different types of accommodation/homes.

<b>Accommodation type:</b>	
<b>Advantages:</b>	<b>Disadvantages:</b>

<b>Accommodation type:</b>	
<b>Advantages:</b>	<b>Disadvantages:</b>

<b>Accommodation type:</b>	
<b>Advantages:</b>	<b>Disadvantages:</b>

<b>Accommodation type:</b>	
<b>Advantages:</b>	<b>Disadvantages:</b>

# Task sheet 11 - Assessed activity

<b>L.O</b>	<b>1. Know about different types of accommodation</b>
<b>A.C</b>	<b>1.3 Assess different types of accommodation</b>

Task 11: Having considered the different types of accommodation, using the box below explain which would be the most realistic option for you and why.

# Task sheet 12 - Assessed activity

L.O	4. Know how to decide on housing requirements
A.C	4.1 Describe the accommodation options available to young people

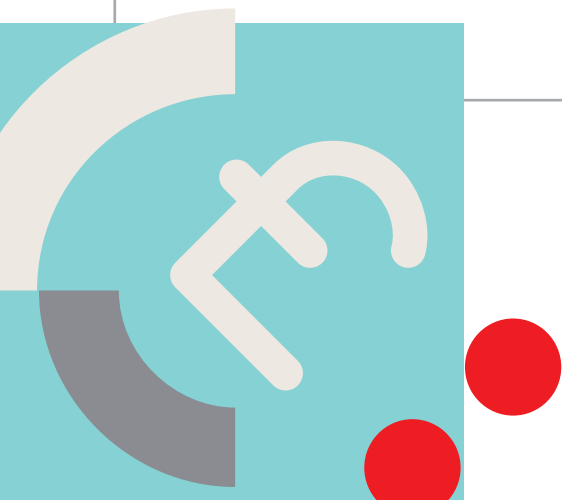
Discuss the different housing options available to young people.

Task 12: Describe 3 different housing options and describe the positives and negatives of these for young people.

Housing Option:

Housing Option:

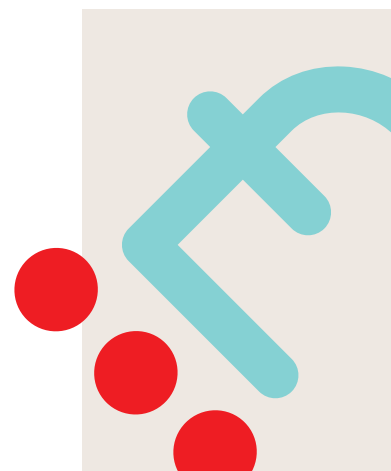
Housing Option:



# Task sheet 13 - Assessed activity

L.O	4. Know how to decide on housing requirements
A.C	4.2 Assess personal preferred choice of accommodation

Task 13: From the housing options identified in Task 12, write down where you would prefer to live and why.



# Task sheet 14 - Non-assessed activity

L.O	4. Know how to decide on housing requirements
A.C	4.3 Assess financial and household resources required to live independently

Task 14: Imagine you are moving into an unfurnished flat/house. List the essential household items needed to move into your own home in the diagram below.



# Task sheet 15 - Assessed activity

<b>L.O</b>	<b>4. Know how to decide on housing requirements</b>
<b>A.C</b>	<b>4.3 Assess financial and household resources required to live independently</b>

Task 15: Paying for your new home can be expensive, using the table below make a list below of bills you would have to pay in order to run your home and how much each one would cost per month.

## Bills

_____	£ _____
_____	£ _____
_____	£ _____
_____	£ _____
_____	£ _____

## Other outgoings

_____	£ _____
_____	£ _____
_____	£ _____

## Extra luxury items. i.e. clothes, entertainment...

_____	£ _____
_____	£ _____
_____	£ _____

Explain which bills are the most important and how you would pay them (i.e. direct debit).

# Task sheet 16 - Non-assessed activity

L.O	4. Know how to decide on housing requirements
A.C	4.4 Describe a range of tenants and landlords' responsibilities

Task 16: Using the box below describe what a tenant is.

Using the box below describe what a landlord is.

Using the box below in your own words explain what is meant by a 'tenancy agreement'. (See handout 4 for more information on page 32).



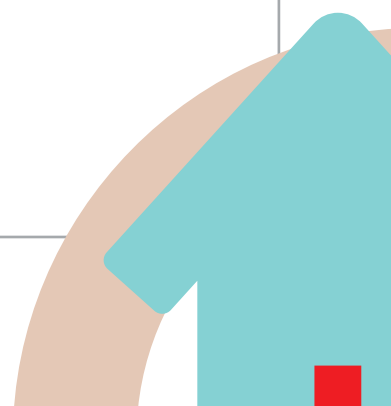
# Task sheet 17 - Assessed activity

L.O	4. Know how to decide on housing requirements
A.C	4.4 Describe a range of tenants and landlords responsibilities

The landlord and the tenant both have responsibilities during the duration of the tenancy.

Task 17: Describe 3 responsibilities of the **tenant** in the box below.

Describe 3 responsibilities of the **landlord** in the box below.



# Task sheet 18 - Non assessed activity

L.O	4. Know how to decide on housing requirements
A.C	4.4 Describe a range of tenants and landlords' responsibilities

Task 18: In your groups, discuss what will happen if you break the tenancy agreement.

Use the box below to write up your groups answers. (See handout 4 for more information on page 32).



# Task sheet 19 - Assessed activity

L.O	3 Understand the decisions involved in leaving home
A.C	3.3 Identify a range of sources where a person would access information on housing options

L.O	4 Know how to decide on housing requirements
A.C	4.5 Describe a range of sources for help, support and advice when living independently

Task 19: Using the internet, search for organisations that can help young people find information on housing options, support and advice if needed.

Ensure that 3 of these organisations provide housing options information, and the other 4 will support 'independent living'.

<b>Organisation name:</b>	
<b>What they do:</b>	
<b>Organisation name:</b>	
<b>What they do:</b>	
<b>Organisation name:</b>	
<b>What they do:</b>	
<b>Organisation name:</b>	
<b>What they do:</b>	

<b>Organisation name:</b>	
<b>What they do:</b>	
<b>Organisation name:</b>	
<b>What they do:</b>	



# Handout 1 - Definitions of homelessness

'Where a person lacks accommodation or where their tenure is not secure'.  
- Welsh Government 2008

Examples of people covered by this definition include people who are:

- Sleeping rough
- Living in insecure / temporary housing
- Living in short term hostels, night shelters, direct access hostels
- Living in bed and breakfast accommodation
- Moving frequently between relatives and friends
- Squatting.

The broad definition also includes people who are:

- Unable to remain in, or return to housing, due to poor conditions such as overcrowding or disrepair, affordability problems, domestic abuse or other abuse, harassment, psychological, physical and / or sexual abuse.
- Leaving an institution with nowhere to go – such as hospital, the armed forces or even prison.
- Required to leave by family or friends or due to a relationship breakdown
- Within two months of the end of a tenancy, facing possession proceedings or threat of eviction.

'Homelessness means not having a home. Even if you have a roof over your head you can still be homeless. This is because you may not have any rights to stay where you live or your home might be unsuitable for you'.

- Shelter Cymru



# Handout 2 - Housing (Wales) Act 2014

Wales' first ever housing act aims to improve the supply, quality and standards of housing in Wales.

## The key elements of the act are:

- introduction of a compulsory registration and licensing scheme for private rented sector landlords and letting and management agents, which will be delivered by Rent Smart Wales ([external link](#))
- reform of homelessness law, including placing a stronger duty on local authorities to prevent homelessness and allowing them to use suitable accommodation in the private sector
- placing a duty on local authorities to provide sites for Gypsies and Travellers where a need has been identified
- introduction of standards for local authorities on rents, service charges and quality of accommodation
- reform of the Housing Revenue Account Subsidy system
- giving local authorities the power to charge more than the standard rate of council tax on long-term empty properties and certain types of second homes
- assisting the provision of housing by Co-operative Housing Associations, and
- amendment of the Leasehold Reform, Housing and Urban Development Act 1993.

## Our priorities are:

- more homes
- better quality homes



# Handout 3 - The Housing (Wales) Act 2014 has introduced a fundamental reform to homelessness legislation

'Where a person lacks accommodation or where their tenure is not secure' This is a new, inclusive system designed to help everyone at risk rather than just those in priority groups:

- a new duty to help anyone threatened with homelessness within the next 56 days
- a duty to provide help to any homeless person to help them secure a home
- a power rather than a duty to apply the intentionality test
- new powers for Local authorities to discharge their homelessness duties through finding accommodation in the private rented sector
- stronger duties on Housing Associations to support Local authorities in carrying out their homelessness duties.

## **The purpose of the legislation is to achieve:**

- fewer households experiencing the trauma of homelessness
- better, more targeted, prevention work
- increased help, advice and information for households who receive limited assistance under the current legislation
- more focus on the service user, helping them to address the causes of homelessness and make informed decisions on finding solutions to their housing problem
- more effective use of the private rented sector as a solution to homelessness
- a stronger emphasis on co-operation and multi-agency working
- greater protection provided for children in households who are homeless or threatened with homelessness as well as additional help for children leaving care.

# Handout 4 - Tenancy agreements

## A tenancy agreement is a contract between you and a landlord.

It lets you live in a property as long as you pay rent and follow the rules. It also sets out the legal terms and conditions of your tenancy. It can be written down or oral (ie a spoken agreement).

## A tenancy can either be:

- fixed-term (running for a set period of time)
- periodic (running on a week-by-week or month-by-month basis)

## Rights and responsibilities

Both you and your landlord have certain rights and responsibilities, whether or not you have a tenancy agreement.

## Your rights (as a private tenant)

As a tenant, you have the right to:

- live in a property that's safe and in a good state of repair
- have your deposit returned when the tenancy ends - and in some circumstances have it protected
- challenge excessively high charges
- know who your landlord is
- live in the property undisturbed
- see an Energy Performance Certificate for the property
- be protected from unfair eviction and unfair rent
- have a written agreement if you have a fixed-term tenancy of more than 3 years

If you have a tenancy agreement, it should be fair and comply with the law.

## Your responsibilities

You must give your landlord access to the property to inspect it or carry out repairs. Your landlord has to give you at least 24 hours' notice and visit at a reasonable time of day, unless it's an emergency and they need immediate access.

You must also:

- take good care of the property, eg turn off the water at the mains if you're away in cold weather
- pay the agreed rent, even if repairs are needed or you're in dispute with your landlord
- pay other charges as agreed with the landlord, eg Council Tax or utility bills
- repair or pay for any damage caused by you, your family or friends
- only sublet a property if the tenancy agreement or your landlord allows it.

Your landlord has the right to take legal action to evict you if you don't meet your responsibilities.





# Summative Assessment

Summative assessment focuses on learning completed. It gives learners the opportunity to show:

- How far they have moved towards the achievement of planned learning outcomes; and
- What other unanticipated gains they have made.

Summative assessment provides the evidence that helps the tutor / assessor and the learner judge whether planned learning outcomes have been achieved.

## Tutor/assessor feedback

## Formative assessment comments

## Tutor/assessor signature

## Recommendation of Award

Yes  No

## Internal quality assurer signature

## IQA confirmation of Award

Yes  No

Course Title:

Course Code:

Tutor:

**By completing this evaluation form you will help our organisation decide how best to improve the learning experience for our learners.**

**1** Name

**2** On course completion, please tick which outcomes you have achieved. Please tick all that apply.

- I have gained a qualification / certificate
- I have improved my job opportunities
- I am more independent
- I am more confident and outgoing
- My health and wellbeing has improved
- My overall outlook on life has improved
- I have improved my Welsh language skills
- I have improved my reading, writing, maths and/or digital skills

**3** On a scale of 1 to 10 (1 being not likely and 10 extremely likely), how likely are you to recommend us to a friend?

- 1    2    3    4    5    6    7    8    9    10

If you would not recommend us, why not?

Did you have access to clear and impartial advice before you started your course?  Yes  No

If yes, please rate the advice given.

- Very good
- Good
- Poor
- Very poor

**4** How would you rate the following statements?

- Your tutor's ability to start and finish classes on time
- Your tutor's ability to support your learning
- Your tutor's ability to engage your interest
- Your tutor's ability to create a safe learning environment
- Your tutor's ability to help develop your Welsh language skills
- Your tutor's ability to fully include you in all course activities
- The suitability of the venue for learning
- The resources provided for your learning
- Your overall learning experience

- | Very good             | Good                  | Poor                  | Very poor             | Don't know            |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**5** If you could change one thing about your course, what would you change?

How has participation in adult learning affected your life?

**6** Did you receive any additional support during your course? Please tick all that apply.

- Reading/writing    Maths    Digital Skills
- Human    Technical    Financial

- How important was the additional support in helping you complete the course?
- Very Important
  - Important
  - Fairly Important
  - Unimportant

**7** What are you planning to do next?

- Start another course with us
- Start a course with another education provider
- Get involved in local community / union
- Look for a job / volunteer
- Apply for a better job / promotion
- Go to college / university
- No further plans
- Other, please state:





