

# Qualification specification

## CIH Level 4 Certificate in Housing



Chartered  
Institute of  
Housing  
Awarding  
organisation

### Introduction

The Chartered Institute of Housing (CIH) is the independent voice for housing and the home of professional standards. CIH is a registered charity and not-for-profit organisation.

The CIH Awarding Organisation (AO) provides nationally recognised housing qualifications, regulated by The Office of Qualifications and Examinations Regulation (Ofqual), Scottish Qualifications Authority Accreditation (SQA Accreditation), Council for the Curriculum, Examinations and Assessment Regulation (CCEA Regulation) and Qualifications Wales (QW). We are dedicated to providing the highest quality, relevant and up-to-date qualifications for aspiring professionals in the sector.

The purpose of the qualification specification is to provide the user with information about the units which make up this qualification, the qualification structure, assessment methods and quality assurance requirements associated with the qualification.

The qualification reference number is 610/4695/4.  
The operational start date is 1 October 2024.  
The CIH scheme code is 4H11.

### Contact us

For any queries relating to the qualification specification e-mail [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

Date	Version	Summary of Changes
November 2024	1124	Reference to CCEA updated to CCEA Regulation in introduction.
November 2024	1124.2	CCEA Regulation accreditation added to about the qualification section.

## About the qualification

The qualification is a level 4 vocationally related qualification for the housing sector, regulated by Ofqual and Qualifications Wales and accredited by CCEA Regulation.

The objective of the qualification is to provide learners with the knowledge and understanding of housing practice required to deliver effective housing services at a management level.

It may support entry and progression into senior housing management roles such as, resident involvement manager, lettings manager, tenancy manager, and income manager.

Learners who successfully complete the qualification will become eligible for 'certified practitioner' membership of CIH.

The qualification aims to provide the knowledge and skills required to operate effectively in a senior housing management role in the housing sector.

The qualification is suitable for learners who:

- are in or aspiring to a supervisory or management role in housing
- already have a level 3 qualification and/or experience of working in housing or a related sector, preferably at a supervisory / management level

## Entry requirements

CIH AO do not set entry requirements. It may be beneficial for a learner to have:

- experience working in housing or a housing-related industry, preferably at a supervisory or management level
- achieved a level 3 qualification previously
- completed a management qualification
- completed a housing qualification or a qualification from a related sector

Further details of the level that the learner needs to be able to achieve are provided in the section on level 4 descriptors.

## Progression routes

The qualification can support employment or progression within senior housing management occupational roles such as:

- Housing services manager
- Resident involvement manager
- Supported housing manager
- Lettings manager
- Property/ housing manager.

The learner may wish to progress onto further learning such as:

- CIH Level 5 Diploma in Housing
- An undergraduate qualification in housing.

These learning progression routes can provide the opportunity to gain CIH Chartered Member status.

## Level 4 descriptors

The level 4 descriptors indicate the level that a learner must be working at in order to achieve the qualification. They are not to be used as marking criteria but may be used as an initial assessment tool to determine the level of learners.

Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
<p>Has practical, theoretical, or technical knowledge and understanding of a subject or field of work to address problems that are well-defined but complex and non-routine.</p> <p>Can analyse, interpret, and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt, and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions, and results.</p>

For a comparison of qualification levels across the UK see:

<https://scgf.org.uk/media/q3ji03tw/qualifications-can-cross-boundaries-aug-23.pdf>

## Apprenticeship

The units from the qualification have been sign-posted to the Apprenticeship Standard: Senior housing and property management, England. See Annex 2.

## Qualification structure

Qualification title: CIH Level 4 Certificate in Housing

Learners must achieve six units (36 credits) in total, consisting of four mandatory units (24 credits) and two optional units (12 credits), to be awarded the qualification.

The combination of optional units that a centre puts together in a course must be approved by CIH AO before delivery can commence.

The recommended guided learning hours (GLH) for the qualification are 90.

The total qualification time (TQT) is expected to be 360 hours.

Centres may deliver the qualification in more or less time according to the plan they have approved by CIH AO prior to the start of the course.

The units may be delivered in any order.

The qualification is awarded on the basis of Pass / Fail.

### Mandatory units

The qualification contains the following four mandatory units, the learner must achieve all of these (24 credits):

Unit title	Credits	Level	GLH	TUT	Page
<a href="#">Housing law and regulation</a>	6	4	15	60	12
<a href="#">Housing policy</a>	6	4	15	60	13
<a href="#">Customer focus in housing</a>	6	4	15	60	14
<a href="#">Professionalism in housing</a>	6	4	15	60	16



## Optional units

The qualification contains the following optional units, two units (12 credits) must be achieved from this group:

Unit title	Credits	Level	GLH	TUT	Page
<a href="#">Delivering services to support health and wellbeing in housing</a>	6	4	15	60	18
<a href="#">Finance in housing</a>	6	4	15	60	19
<a href="#">Housing development</a>	6	4	15	60	20
<a href="#">Housing management</a>	6	4	15	60	21
<a href="#">Housing need, demand and supply</a>	6	4	15	60	23
<a href="#">Managing people, teams and change</a>	6	4	15	60	24
<a href="#">Partnership working in housing</a>	6	4	15	60	25
<a href="#">Research skills for housing</a>	6	4	15	60	26
<a href="#">Resident involvement in housing</a>	6	4	15	60	27
<a href="#">Strategies for delivering independent living services</a>	6	4	15	60	29
<a href="#">Sustainability in housing</a>	6	4	15	60	30

## Delivering the qualification

### Approval to deliver the qualification

As an approved CIH AO centre, you must be approved by CIH AO to deliver the qualification. Delivery must not commence, and learner registrations will not be accepted until this process is complete.

### Registering learners and fees

Prior to the delivery of the qualification, you must register each learner with CIH AO. A fee is payable for each learner. The list of fees is available on our website at the following link: [www.cih.org/education/qualifications/deliver-our-qualifications](http://www.cih.org/education/qualifications/deliver-our-qualifications). For more information on terms of payment please refer to our invoicing policy.

### Equality and diversity

Equality diversity and inclusion (ED&I) considerations were made during the development of this qualification to promote access and minimise bias. It is the centre's responsibility to ensure that ED&I considerations are made as part of the delivery and assessment of this qualification.

CIH AO expect ED&I to be integrated into the delivery process for every learning outcome even where there are no specific assessment criteria for ED&I.

### Contextualisation of learning outcomes and assessment criteria

Centres must contextualise the delivery and assessment of units according to the local and sectoral circumstances of the group of learners they are delivering to (e.g. teaching and assessment of law is applied to the law of the country in which the group of learners operate).

### Staff occupational competency requirements

Assessments for CIH qualifications are designed (subject to review) and implemented by approved centre staff. It is the responsibility of the approved centre to establish and maintain a suitably experienced and qualified staffing base.

While there is an expectation that, in most cases, staff are equipped with the experience and qualifications indicative of their role, a degree of flexibility can be permitted where the centre can demonstrate the requirements across the staffing base more broadly, indicating that sufficient support and oversight can be applied as needed. This approach may be implemented where staff are studying towards additional qualifications.

## Sector Experience Requirements (all staff roles)

All centre staff roles (Tutor, Assessor, IQA) must satisfy at least one of the following requirements:

- A recognised Housing, or Housing-related qualification at level 4 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification within an agreed time period, or;
- Minimum 2-years' experience of working in a Housing or Housing-related organisation at manager level or above, or;
- Professional-level membership of a recognised Housing professional body.

## Indicative Role-Specific Requirements

Role*	Indicative Responsibilities	Indicative Requirements
<b>Tutor</b>	<ul style="list-style-type: none"> <li>• Delivery of programme content</li> <li>• Interpretation of unit assessment criteria</li> <li>• Facilitating learning</li> <li>• Lesson planning</li> <li>• Learner support and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L3 Teaching qualification, e.g., L3 Award in Education and Training (or equivalent PTLLS) <b>or</b></li> <li>• 12 months' teaching experience</li> </ul>
<b>Assessor</b>	<ul style="list-style-type: none"> <li>• Design and development of assessment materials</li> <li>• Evaluating learner achievement against learning outcomes and assessment criteria</li> <li>• Learner support and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L3 Assessor qualification (part of the Training, Assessment and Quality Assurance qualifications framework), e.g. L3 Award in Assessing Vocationally Related Achievement (or equivalent A1 Award / D32/D33 Units)</li> </ul>
<b>IQA</b>	<ul style="list-style-type: none"> <li>• Management and oversight of IQA strategy</li> <li>• Sampling assessor judgements to ensure accuracy and consistency</li> <li>• Observation of teaching</li> <li>• Monitoring assessment practices</li> <li>• Assessor support and feedback</li> <li>• Coordinating / overseeing standardisation activity</li> <li>• Sharing best practice</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L4 IQA qualification, e.g., L4 Award in the Internal Quality Assurance of Assessment Processes and Practice (or equivalent V1 Internal Verifier Award / D34)</li> </ul>

\*It is understood that, in many cases, centre staff will undertake more than one role, e.g., Tutor and Assessor. Note that an IQA must not be involved in the delivery or assessment of any qualification / unit they review.

Further details on current teaching and assessing qualifications available can be found at:

**England, Wales & Northern Ireland:** [www.register.ofqual.gov.uk](http://www.register.ofqual.gov.uk)

**Scotland:** [www.sqa.org.uk/sqa/64775.html](http://www.sqa.org.uk/sqa/64775.html)

## **Trainee staff**

Trainee Tutors, Assessors and IQAs must complete a relevant qualification within one year of commencing in the role. Any trainee staff should be subject to increased internal sampling and supervision until the role requirements are fully satisfied.

## **Continued Professional Development**

All centre staff must keep an ongoing, accurate record of any CPD activities in the Housing or Housing-related sector, as well as any activity relating to assessment and IQA. Records of CPD activities may be requested at any time.



## Assessment

Centres must refer to the CIH AO centre policies and guidance documents prior to developing their courses and associated assessments.

The purpose of assessment is to provide a consistent and valid judgement that learners have met the standard required to achieve the qualification. The assessment criteria contained in each unit indicate the evidence learners will need to produce to demonstrate that they have achieved the learning outcomes.

All assessment for the qualification is devised by the centre, marked by the centre, and then must be internally quality assured by the centre, and externally quality assured by CIH AO.

### Centre devised assessments

CIH AO's approach to qualification assessment enables centres to devise the assessments.

This is to allow for appropriate assessment that reflects the unique learning experience and contextualise to local circumstances of specific groups of learners.

Centres are expected to create assessment strategies that directly meet the needs of their learner groups and consider the requirements of local employers.

### Assessment principles

In devising and delivering assessments the following principles must be followed.

#### Validity

An assessment is valid if it is clear and unambiguous 'does what it says on the tin', if it is fit for purpose, and the assessment outcomes meet their intended uses.

#### Reliability

An assessment is reliable if its results are not influenced by chance, and the assessment process generates outcomes which would be replicated were the assessment repeated.

#### Comparability

The assessment outcomes are comparable in standards between assessments within a qualification, between similar qualifications, with other awarding organisations, and over time.

#### Manageability

The assessment is easily managed, and the management process is one which places reasonable demands on centres and learners. Reasonableness will be based on the scale of the assessment process balanced by the usefulness of the outcomes.

## Minimise bias

An assessment does not produce unreasonably adverse outcomes for learners who share a common attribute (and) is related to fairness to all learners and statutory equality duties.

## Assessment methods

CIH AO encourages the use of a range of assessment methods to be included in your assessment strategy and associated assessment briefs, providing that they meet the assessment principles outlined above, and are appropriate to the assessment criteria. Suitable assessment methods could include:

- Portfolio of evidence
- Task-based assessments
- E-assessment
- Demonstration/ assignment
- Presentation
- Professional discussion or interview.

Guidance on the use of assessment methods can be found in the policies and guidance documents. If you have additional or innovative assessment methods that you would like to employ, please contact us for further advice.

## Special considerations and reasonable adjustments

CIH AO requires centres to be compliant with the CIH AO special considerations and reasonable adjustments policy. The centre is required to implement the adjustments to assessment and to notify CIH AO of this.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the reliability and validity of the assessment outcomes.

A special consideration may be given to a learner following a scheduled assessment, for example:

- If the learner misses part of the assessment due to circumstances beyond their control  
Or
- The learner is present for the assessment but may have been disadvantaged by:
  - Temporary illness
  - Injury
  - Adverse circumstances which arose at or near the time of assessment.

If the centre approves or rejects a special consideration (such as a small post-assessment adjustment to the mark for the learner or an adjustment to the assessment submission date) it must retain evidence of its decision for scrutiny by the CIH AO.

## External quality assurance

As an Awarding Organisation, CIH must ensure that all programme delivery, assessment, and Internal Quality Assurance (IQA) practices undertaken by approved Centres is subject to external scrutiny to verify that reliable, consistent and compliant practices are in place.

All approved CIH centres are subject to a range of External Quality Assurance (EQA) processes and procedures, including an annual quality assurance audit, ongoing assessment sampling, and regular review of the conditions of Centre Approval.

CIH's EQA strategy is designed to be responsive to centre-risk characteristics, and to variations in centre delivery models and qualification size and level.

Specific details about how EQA processes are applied to each centre will be communicated by the CIH Quality Assurance Team.

For further information, please consult the CIH policies and guidance documents or contact the QA Team at the following address: [quality.assurance@cih.org](mailto:quality.assurance@cih.org)

## Other documents of relevance

CIH AO have a number of policies, and other guidance documents that your centre must be familiar with alongside this qualification specification to support the design, delivery, assessment, and quality assurance of CIH AO qualifications.

These documents can be found in our centre administration system Parnassus.

If you require a login or support to access Parnassus contact [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

Centres seeking approval by CIH AO can gain access to these documents on request where needed to support with the approval process, by contacting [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

## Housing law and regulation

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>M/651/3053</b>
<b>CIH AO reference number:</b>	<b>H421</b>
<b>Unit status:</b>	<b>Mandatory</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

This unit aims to provide learners with an understanding of the legal and regulatory system that underpins the delivery of housing services. It explores key landlord and tenant legislation including equality and diversity requirements, and how the law must be applied in practice.

Learning outcomes	Assessment criteria
1. Understand the legal framework in a housing context.	1.1 Summarise the national legal framework for the housing sector. 1.2 Determine which route different housing cases would take through the legal framework.
2. Understand key tenant and landlord <b>legislation</b> and its application in practice.	2.1 Explain <b>key tenant and landlord legislation</b> . 2.2 Summarise the legal and regulatory requirements for equality and diversity that should be adhered to in housing. 2.3 Evaluate the application of the law to an area of housing practice.
3. Understand regulation that applies to the housing sector.	3.1 Explain the purpose of housing regulation. 3.2 Discuss <b>approaches</b> housing organisations take to ensure compliance with regulatory standards. 3.3 Explain the enforcement powers that regulators have.

Tutor and assessor guidance
Within this unit, tenants include contract holders in Wales.
Within this unit housing organisations includes organisations that deliver housing or housing services.
Any legislation or regulation must be applicable to the learners' nation of study/ operation.
AC 2.1 <b>key tenant and landlord legislation</b> must also include safeguarding, data protection.
AC 3.2 <b>Approaches</b> (e.g. corporate governance, involvement of residents).



## Housing policy

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>R/651/3054</b>
<b>CIH AO reference number:</b>	<b>H422</b>
<b>Unit status:</b>	<b>Mandatory</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of the history of housing policy, who is involved in policy-making, and how policies are influenced and developed. The learner will also gain an understanding of how policy impacts on practice.

Learning outcomes	Assessment criteria
1. Understand the historical development of national housing policy.	1.1 Summarise the <b>historical development</b> of national housing policy.
2. Understand how current national housing policy is developed.	2.1 Identify the key drivers for the development of housing policy. 2.2 Identify the key participants in the policy-making process. 2.3 Explain the process of developing evidence-based housing policy.
3. Understand how housing policy impacts on practice.	3.1 Examine how local or regional factors have an impact on the implementation of national housing policy in practice. 3.2 Evaluate the impact of a <b>national housing policy</b> on practice in an organisation.

Tutor and assessor guidance
Within this unit, any national housing policies must be applicable to the learners' nation of study/ operation.
AC 1.1 <b>Historical development of housing</b> policy starting from the early 20 <sup>th</sup> century.
AC 3.2 The <b>national housing policy</b> selected should be historic enough to allow the learner to find and access data to support their work.

## Customer focus in housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>T/651/3055</b>
<b>CIH AO reference number:</b>	<b>H423</b>
<b>Unit status:</b>	<b>Mandatory</b>
<b>GLH/ TUT:</b>	<b>15/60</b>

### Unit purpose/aim

This unit aims to provide an understanding of the importance of good customer service, and communication. It covers the fundamentals of customer service, how to capture and use customer data to improve services and how equality diversity and inclusion practice supports good service delivery. Learners will understand the importance of developing and delivering services that meet the needs of a diverse range of housing customers.

Learning outcomes	Assessment criteria
1. Understand the principles of effective customer service in housing.	1.1 Describe the <b>core principles</b> that underpin excellent customer service. 1.2 Explain the <b>benefits</b> of effective two-way communication in a customer service context.
2. Understand how to improve the customer experience.	2.1 Evaluate how <b>quantitative and qualitative data</b> is gathered to understand the diverse range of customers' needs in housing. 2.2 Explain how <b>customer insight</b> can be used to measure <b>organisational performance</b> , identify areas for improvement, and meet housing customers' diverse needs.
3. Understand the importance of equality diversity and inclusion for housing organisations and their customers.	3.1 Explain the importance of inclusive customer communication methods in housing. 3.2 Discuss how the application of an equality diversity and inclusion policy can impact the quality of customer service in housing. 3.3 Explain how embedding equality diversity and inclusion in practice supports the business objectives of housing organisations.
4. Understand the role of housing in supporting customers experiencing vulnerability.	4.1 Outline how to support different customers experiencing vulnerability in housing. 4.2 Review how effectively an existing housing service meets the needs of customers experiencing vulnerability or who have additional needs.

**Tutor and assessor guidance**

Within this unit, customers can also refer to tenants/ residents or contract holders in Wales.

Any legislation or regulation must be applicable to the learners' nation of study/ operation.

Housing organisations includes any organisation that deliver housing or housing services and can be contextualised to the learner.

AC 1.1 **Core principles** could include, but are not limited to:

- Communication
- Empathy
- Putting the customer first
- Listening
- Transparency
- Honesty
- Professionalism
- Consistency.

AC 1.2 **Benefits** could include but are not limited to:

- Helping to understand customer needs
- Building trust
- Pre-empting issues or managing conflict
- Managing expectations
- Informed decision-making
- Recognising diversity
- Supporting inclusion
- Improving satisfaction.

AC 2.1 **Quantitative and qualitative data** includes but is not limited to e.g. (systems data, surveys, complaints and feedback, tenant engagement and involvement).

AC 2.2 **Customer insight** gained from the findings of the data described above.

**Organisational performance** including against business objectives and any legal or regulatory standards or requirements.

## Professionalism in housing

<b>Unit level:</b>	4
<b>Unit credit value:</b>	6
<b>Unit reference number:</b>	Y/651/3056
<b>CIH AO reference number:</b>	H424
<b>Unit status:</b>	Mandatory
<b>GLH/TUT:</b>	15/60

### Unit purpose/aim

This unit aims to provide the opportunity to reflect on what professionalism means in a housing context, the learner will analyse their own professional practice against professional standards. It also examines the importance of exercising professional judgement, using a reflective practice model and continuing professional development, along with an opportunity to create a professional development plan.

Learning outcomes	Assessment criteria
1. Understand what professionalism means in a housing context.	1.1 Explain what 'professionalism' means in a housing context with reference to the CIH Code of Conduct and Code of Ethics. 1.2 Explain why a culture of professionalism is important within a <b>housing organisation</b> .
2. Understand professional practice and professional standards.	2.1 Analyse own professional practice against <b>professional standards</b> .
3. Understand the importance of professional judgment and reflective practice in a housing context.	3.1 Explain why it is important to apply professional judgement and professional boundaries in a housing context. 3.2 Explain how to use reflective practice in learning through experience. 3.3 Describe a <b>workplace situation</b> that has challenged own professional judgement. 3.4 Apply a reflective practice model to the situation described in assessment criteria 3.3.
4. Be able to manage own professional development.	4.1 Explain the importance of Continuing Professional Development (CPD) for housing professionals. 4.2 Create a professional development plan to support current role, and future goals and challenges.

### Tutor and assessor guidance

AC 1.2 **A housing organisation** includes any organisation that delivers housing or housing services and can be contextualised to the learner.



**Tutor and assessor guidance**

AC 2.1 **Professional standards** refers to CIH professional standards, details of the standards, and an assessment tool are available for free on the CIH website to support this activity: <https://www.cih.org/professional-standards>.

AC 3.3 and 3.4 Examples of **workplace situations** for various roles could be as follows\*:

- Identifying a compliance issue that could potentially lead to regulatory penalties
- Handling a situation where a tenant's complaint was not resolved satisfactorily, leading to a formal escalation
- Deciding whether to implement cost-cutting measures that may impact the quality of customer/ tenant services
- Identifying discrepancies in financial records that could suggest potential misappropriation of funds
- An employee reports a grievance against a manager who is critical to the operations of the organisation or is a personal friend outside of work
- A housing officer requests access to tenant data on an IT system that they do not normally have access to, they say it is necessary for urgent work that must be completed

\* Where the learner is unable to provide any personal example, they can create or use a case study for this AC that is contextualised to their role.

## Delivering services to support health and wellbeing in housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>A/651/3057</b>
<b>CIH AO reference number:</b>	<b>H425</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH:</b>	<b>15/60</b>

### Unit purpose/aim

The unit aims to provide learner's operating within the housing sector, with the knowledge required to deliver services to support and promote the health and well-being of service users.

Learning outcomes	Assessment criteria
1. Understand the role of housing in supporting health and well-being.	1.1 Evaluate the roles and responsibilities of individuals and organisations involved in supporting service users. 1.2 Summarise the key services available for health and well-being in the housing sector.
2. Understand the role of joint and partnership working in providing health and well-being services in housing.	2.1 Assess the requirements for developing effective working relationships with colleagues in other organisations. 2.2 Explain the processes required to safeguard service users in partnership working arrangements. 2.3 Critically assess the effectiveness of partnership working arrangements.
3. Understand the role of service user involvement in the design and delivery of health and wellbeing services in housing.	3.1 Describe opportunities for service users to be involved in the design and delivery of health and wellbeing services in housing. 3.2 Evaluate the impact of service user involvement in the delivery of health and wellbeing services in housing.
4. Understand how to continually improve housing support services.	4.1 Evaluate the effectiveness of person-centered needs and risk assessment and the support planning processes. 4.2 Assess the implications for service delivery of person-centered needs and risk assessments and support planning processes.

## Finance in housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>D/651/3058</b>
<b>CIH AO reference number:</b>	<b>H426</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

This unit aims to provide an understanding of funding policy, income, and expenditure in housing. The learner will also gain an understanding of budgeting and forecasting.

Learning outcomes	Assessment criteria
1. Understand the impact of financing policy on the provision of housing.	1.1 Describe the consumer and producer subsidies for all tenures of housing. 1.2 Analyse the impact that subsidies have on housing supply and demand regionally and nationally. 1.3 Explain how funding affects investment in new build and existing stock.
2. Understand the income and expenditure of housing providers.	2.1 Summarise the sources of income and expenditure for different types of housing providers. 2.2 Explain the constraints that impact on the income and expenditure of a <b>housing organisation</b> .
3. Understand approaches to budgeting and forecasting used within housing.	3.1 Describe approaches to managing and monitoring a budget for the delivery of a housing service. 3.2 Discuss how budget forecasting is used to support both short and long-term financial planning in housing.

Tutor and assessor guidance
Within this unit, tenures include contracts in Wales.
AC 2.2 A <b>housing organisation</b> includes any organisation that delivers housing or housing services and can be contextualised to the learner.

## Housing development

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>F/651/3059</b>
<b>CIH AO reference number:</b>	<b>H427</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

This unit aims to introduce learners to the development of new homes, including funding policy, planning framework, and an insight into the construction process.

Learning outcomes	Assessment criteria
1. Understand the policy framework and development process for the building of new homes across a range of tenures.	1.1 Summarise how the building of new homes is funded across different tenures. 1.2 Outline the development and design process. 1.3 Outline the role of participants in the process and their responsibilities.
2. Understand the planning framework.	2.1 Explain how strategic planning affects local housing development. 2.2 Outline the local planning application process. 2.3 Describe factors that are considered when planning decisions are made. 2.4 Explain how new housing developments can impact the regeneration of communities.
3. Understand the construction process.	3.1 Outline the key stages of the building construction process. 3.2 Outline the main criteria to consider when selecting a construction contractor. 3.3 Describe how to effectively manage a construction contract.

Tutor and assessor guidance
<p>Within this unit, tenures includes contracts in Wales.</p> <p>Any policy, legislation, or regulation must be applicable to the learners' nation of study/ operation.</p>



## Housing management

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>K/651/3060</b>
<b>CIH AO reference number:</b>	<b>H428</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

This unit aims to provide the learner with an overview of the wide range of housing activities carried out by landlords. It covers both the contractual elements of managing the tenancy and broader social goals including tenancy support, health, and well-being.

Learning outcomes	Assessment criteria
1. Understand the role and purpose of housing management.	1.1 Explain the <b>role and purpose</b> of housing management. 1.2 Explain the key legislation, regulation, codes, and good practice that relate to housing management services.
2. Understand core housing management services and how they can be designed and delivered.	2.1 Summarise each of the different housing management services in an organisation. 2.2 Explain the opportunities for residents to shape the design and delivery of housing management services. 2.3 Critically compare different models of delivering housing management services. 2.4 <b>Critically evaluate</b> how a <b>core housing management service</b> is delivered in practice.
3. Understand the role of housing management in supporting the health and well-being of tenants.	3.1 Examine the link between good quality housing management and the health and well-being of tenants.

Tutor and assessor guidance
Within this unit, tenancy/ tenants includes contracts/ contract holders in Wales.
Any legislation, codes or regulation must be applicable to the learners' nation of study/ operation.
AC 1.1 <b>The role and purpose</b> should cover a broad definition of housing management including contractual and support services.
AC 2.4 A <b>core housing management service</b> e.g: <ul style="list-style-type: none"> <li>• Repairs and maintenance</li> <li>• Tenancy management</li> </ul>

### Tutor and assessor guidance

- Allocations and lettings
- Rent and service charge management
- Estate management
- ASB
- Resident involvement
- Tenancy sustainment
- Financial inclusion
- Housing support.

AC 2.4 **Critical evaluation** should include but is not limited to:

- Why the service is important
- The core elements of the service
- How the service is delivered
- A review of policies and procedures
- Recommendation of good practice
- Resident involvement.

## Housing need, demand and supply

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>L/651/3061</b>
<b>CIH AO reference number:</b>	<b>H429</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

This unit aims to provide learners with knowledge of national and local demography and how this can impact housing need, demand, and supply. Learners will also examine a range of factors influencing local housing strategies.

Learning outcomes	Assessment criteria
1. Understand <b>national</b> demography and its impact on housing need and housing demand.	1.1 Clarify the distinction between housing demand and housing need. 1.2 Compare and contrast the demography of the local area to national demography. 1.3 Explain the relationships between the <b>local demography</b> , housing need, and housing demand.
2. Understand the relationship between the demand for and the supply of housing across all tenures nationally.	2.1 Discuss the <b>factors</b> that influence housing supply, demand, and need in all forms of tenure in own nation of operation.
3. Understand the range of factors that influence local housing strategies.	3.1 Summarise the research <b>tools and methods</b> used by local authorities to understand and plan their local housing strategies. 3.2 Evaluate the impact that a local <b>housing strategy</b> has had on the current housing market across all tenures.

Tutor and assessor guidance
Within this unit, tenures include contracts in Wales.
LO 1 The <b>national</b> demography must be applicable to the learner's nation of study/operation.
AC 1.3 Use the <b>local demography</b> information gathered in AC 1.2.
AC 2.1 One of the <b>factors</b> must include national policy applicable to the learner's nation of study/operation.
AC 3.1 <b>Tools and methods</b> could include, but are not limited to (e.g. the census, the common housing register, housing need surveys, housing market assessment).
AC 3.2 The <b>housing strategy</b> selected should be historic enough to allow the learner to find and access data on the impact to the housing market.

## Managing people, teams and change

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>M/651/3062</b>
<b>CIH AO reference number:</b>	<b>H430</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

This unit aims to provide the learner with knowledge of how to manage people effectively, build collaborative successful teams, and manage change in the workplace. The learner will gain an understanding of effective team management strategies, promoting wellbeing and professional culture.

Learning outcomes	Assessment criteria
1. Understand how to manage people.	1.1 Explain the key skills required to be an effective manager. 1.2 Review a selection of management styles. 1.3 Describe the components of performance management. 1.4 Critically evaluate an example of performance management applied in practice.
2. Understand effective team management.	2.1 Summarise theories for managing teams. 2.2 Describe key factors that contribute to the development of high-performing teams. 2.3 Evaluate strategies for managing workplace stress, supporting wellbeing, and building resilient teams. 2.4 Discuss how a manager can embed professional culture within a team in housing.
3. Understand how to manage change.	3.1 Explain theories for managing change. 3.2 Evaluate how a change has been managed by an organisation in the housing sector.

Tutor and assessor guidance
AC 2.3 Should include consideration of managing a dispersed workforce.



## Partnership working in housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>R/651/3063</b>
<b>CIH AO reference number:</b>	<b>H431</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

This unit aims to provide an understanding of how partnership working takes place and contributes to the successful delivery of housing and related services. It also explores the skills required for successful partnership working.

Learning outcomes	Assessment criteria
1. Understand the range of opportunities for, and benefits of partnership working in housing.	1.1 Explain the variety of opportunities for partnership working from networking to joint ventures. 1.2 Critically evaluate the benefits of partnership working with a range of expert services.
2. Understand the responsibilities of different roles and skills required for partnership working.	2.1 Discuss the roles and responsibilities of each partner in a service delivery. 2.2 Summarise the skills necessary for successful partnership working.
3. Understand the strengths and weaknesses of partnership working.	3.1 Evaluate two examples of partnership working in a housing context. 3.2 Critically examine the role of housing initiatives led by other agencies.

### Tutor and assessor guidance

The unit can be contextualised to the learner's experience of partnership working in the area that they operate within in housing.

## Research skills for housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>T/651/3064</b>
<b>CIH AO reference number:</b>	<b>H432</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/ 60</b>

### Unit purpose/aim

The unit aims to introduce learners to the principles of research methods for housing.

Learning outcomes	Assessment criteria
1. Understand why research is important for planning housing-related services.	1.1 Explain why research is important for planning and evaluating housing-related services.
2. Understand different research methods and ethics.	2.1 Explain the difference between primary and secondary research data. 2.2 Evaluate the advantages and disadvantages of primary research and secondary research. 2.3 Explain qualitative and quantitative research methods and their uses. 2.4 Discuss the ethical and data protection considerations associated with different research methods.
3. Understand critical analysis in research.	3.1 Explain different research methodologies and the hierarchy of evidence in research data. 3.2 Identify factors that could influence research results. 3.3 Explain the importance of citation and referencing in a correct format. 3.4 Critically compare two pieces of research on a chosen topic within housing.

## Resident involvement in housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>Y/651/3065</b>
<b>CIH AO reference number:</b>	<b>H433</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH:</b>	<b>15</b>

### Unit purpose/aim

This unit aims to provide the learner with an understanding of the legal and regulatory requirements, drivers for, and theories of resident involvement. It also covers the importance of resident involvement and how it impacts the delivery of housing services. Learners will also understand the benefits of engaging with residents to design and review services.

Learning outcomes	Assessment criteria
1. Understand the drivers for resident involvement in housing.	1.1 Describe the impact of legal and/or regulatory requirements and any other national drivers for resident involvement in housing. 1.2 Critically evaluate the relevance of resident involvement theories to the application of current practice.
2. Understand the importance and impact of effective resident involvement.	2.1 Summarise the range of opportunities and support available for residents to be involved. 2.2 Discuss the <b>benefits</b> of resident involvement. 2.3 <b>Critically evaluate</b> the effectiveness of two contrasting opportunities for resident involvement in own organisation.
3. Understand the role of residents in supporting business improvement.	3.1 Describe how residents' views and needs are taken into account to inform decision-making. 3.2 Evaluate how resident involvement has contributed to an area of business improvement in an organisation.

Tutor and assessor guidance
<p>Within this unit resident/s includes contract holder/s in Wales.</p> <p>Resident involvement includes (e.g. co-production in governance, delivering services, tenant management organisations, and engagement through consultation).</p> <p>Any legal, regulatory requirements and national drivers should be applicable to the learners' nation of study/ operation.</p>

**Tutor and assessor guidance**

AC 2.2 **Benefits** should include those for the organisation and the residents.

AC 2.3 **Critical evaluation** should include an understanding of the potential barriers to involvement.



## Strategies for delivering independent living services

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>A/651/3066</b>
<b>CIH AO reference number:</b>	<b>H434</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/TUT:</b>	<b>15/60</b>

### Unit purpose/aim

This unit will explore strategies for delivering independent living services that promote health and well-being, empowerment and choice, and safeguard individuals. It also explores the role of technology and effective housing management practice in supporting these strategies as well as the role of service users.

Learning outcomes	Assessment criteria
1. Understand the policy, legislative, regulatory, and funding context underpinning independent living services.	1.1 Summarise key policy, legislative, and regulatory frameworks underpinning independent living. 1.2 Explain different ways independent living services are funded.
2. Understand the role of local strategies in independent living provision.	2.1 Explain how the needs of individuals are reflected in local housing and other relevant local strategies. 2.2 Explain the role of key statutory and voluntary agencies in the provision of independent living services. 2.3 Critically evaluate the impact of these local strategies on the delivery of independent living services in practice.
3. Understand the role of the organisation in safeguarding individuals.	3.1 Outline the legal framework for safeguarding. 3.2 Explain the process for addressing safeguarding issues and the different roles and agencies involved.
4. Understand how technology, design, and housing management practice can support independent living.	4.1 Explain the role of technology in supporting independent living. 4.2 Explain how services can be effectively managed to support independent living, including service user involvement. 4.3 Describe the role of housing design to support service users to maintain independent living and well-being.

### Tutor and assessor guidance

Any policy, legislation, or regulation must be applicable to the learner's nation of study/operation.

## Sustainability in housing

Unit level:	4
Unit credit value:	6
Unit reference number:	D/651/3067
CIH AO reference number:	H435
Unit status:	Optional
GLH/TUT:	15/60

### Unit purpose/aim

This unit aims to introduce learners to the impact of homes on the environment and local communities. It provides learners with an opportunity to evaluate strategies that aim to improve the environmental sustainability and energy efficiency of both new and existing properties. It also looks at the principles for creating sustainable communities that support the needs of current and future residents.

Learning outcomes	Assessment criteria
1. Understand the drivers to improve the environmental impact of housing stock.	1.1 Summarise current policy and regulatory framework on environmentally sustainable new build housing stock. 1.2 Summarise current policy and regulatory framework on improving the environmental sustainability of existing housing stock. 1.3 Discuss the environmental and economic pressures to improve the environmental performance of housing stock. 1.4 Compare the impact of existing and new housing stock on the environment.
2. Understand strategies that aim to reduce the negative environmental impact of housing.	2.1 Critically compare <b>strategies</b> that aim to minimise the adverse impact of existing and new housing on the environment.
3. Understand the principle of sustainable communities.	3.1 Evaluate the impact of existing homes and new housing on the local community. 3.2 Critically evaluate the principles of creating sustainable communities. 3.3 Describe approaches to encourage resident engagement in <b>improving sustainability</b> .

Tutor and assessor guidance
Any policy, legislation, or regulation must be applicable to the learners' nation of study/operation.
AC 2.1 A minimum of two <b>strategies</b> must be compared for new homes and two for existing homes.

**Tutor and assessor guidance**

AC 3.3 **Improving sustainability** could include (e.g. recycling, positive engagement in retrofit activities).

## Exemption

The following units are deemed to be allowed as an exemption from the achievement of certain units of this qualification because they cover at least 80% of the assessment criteria. This is to support transition and to avoid the unnecessary burden of duplication of learning while upholding the validity of the qualification.

Unit title	Exemption
Housing law M/651/3053	Housing law R/507/9161
Housing policy R/651/3054	Housing policy Y/507/9162
Professionalism in housing Y/651/3056	Professional practice skills for housing F/507/9169
Delivering services to support health and wellbeing in housing A/651/3057	Delivering housing support services for health and well being L/507/9255
Finance in housing D/651/3058	Financing for housing L/507/9241
Housing need, demand and supply L/651/3061	Housing need, demand and supply J/507/9254
Managing people, teams and change M/651/3062	Managing people and change R/507/9256
Partnership working in housing R/651/3063	Partnership working in housing Y/507/9257
Research skills for housing T/651/3064	Research skills for housing D/507/9258
Strategies for delivering independent living services A/651/3066	Strategies for promoting independent living and well being H/507/9259
Sustainability in housing D/651/3067	Buildings, communities and the environment M/507/9250



## Annex 1

### Command verbs

The glossary below lists the command verbs used within the assessment criteria of this qualification. A definition is also provided which can be used as guidance when developing assessment tasks for learners.

Command Verb	Descriptor
Analyse	Separate information into components and examine their characteristics in detail identifying any benefits
Apply	Put into effect in a recognised way
Assess	Make an informed judgement using available information
Clarify the distinction	Show or recognise the difference between items, ideas or information
Compare	Identify in detail similarities
Create	Produce an item or solution to a problem
Critically assess	Make an informed judgement by evaluating information and using critical thinking to take into account weaknesses, limitations and benefits
Critically compare	Use critical thinking to examine in detail, similarities and differences and identify weaknesses limitations and benefits.
Critically evaluate	Consider weaknesses, limitations and benefits of available evidence using critical thinking skills
Critically examine	Use research and critical thinking skills to investigate in detail weaknesses, limitations and benefits
Describe	Set out characteristics
Determine	Use research and information to establish a solution or result, or come to a decision
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Make a judgement on something using available evidence
Examine	Investigate in detail
Explain	Set out purposes or reasons
Identify	Name or otherwise characterise
Outline	Set out main characteristics
Review	Survey information considering its merit
Summarise	Present principal points without detail

## Annex 2

This is an indication of how the qualification may link to the Apprenticeship Standard: Housing and Property Management Assistant, England.

The linkages shown are neither exhaustive, nor conclusive, as in some cases it will depend on what is taught as part of the course, and to what depth (e.g. the teaching of professional practice skills for housing may provide learners with opportunities to explore the skills that are detailed as part of the apprenticeship standard).

If the qualification is being used as part of an apprenticeship the deliverer will be required to complete their own detailed mapping.

The employer and training provider are responsible for the delivery of the apprenticeship standard and are required to ensure that their course content covers the apprenticeship standard and prepares learners for the end point assessment.

Knowledge	Legislation and regulation	Organisation background information and business planning	Assets	Customers and stakeholders	Context	Range of services	Organisational policies
Housing law and regulation	✓				✓		
Housing policy	✓				✓		
Customer focus in housing		✓		✓		✓	✓
Professionalism in housing							
Finance in housing		✓			✓		
Housing development			✓				
Housing management						✓	
Sustainability in housing			✓				
Housing need, demand and supply		✓	✓		✓		
Managing people, teams and change		✓					✓
Research skills for housing							✓
Resident involvement in housing		✓		✓	✓	✓	

Knowledge	Legislation and regulation	Organisation background information and business planning	Assets	Customers and stakeholders	Context	Range of services	Organisational policies
Partnership working in housing		✓		✓		✓	
Strategies for delivering independent living services				✓	✓	✓	✓
Delivering services to support health and wellbeing in housing		✓		✓		✓	

Skill	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Financial management	Performance and project management	People management	Decision making and prioritising	Tools and equipment
Housing law and regulation		Implicit in assessment									Implicit in assessment
Housing policy											
Customer focus in housing	✓		✓	✓							
Professionalism in housing	✓							✓		✓	
Delivering services to support health and wellbeing in housing	✓		✓	✓							
Housing development								✓			
Housing need, demand and supply											
Finance in housing							✓				
Housing management	✓				✓						



Skill	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Financial management	Performance and project management	People management	Decision making and prioritising	Tools and equipment
Managing people, teams and change			✓			✓			✓	✓	
Partnership working in housing	✓		✓			✓					
Research skills for housing					✓			✓		✓	
Resident involvement in housing	✓		✓								
Strategies for delivering independent living services	✓		✓	✓							
Sustainability in housing								✓		✓	

Behaviours	Responsive	Trust and dependability	Adaptability	Self motivation	Resilience	Leadership	Customer care	Team work	Personal development
Housing law and regulation									
Housing policy									
Professionalism in housing		✓		✓		✓	✓		✓
Customer focus in housing		✓				✓	✓		
Delivering services to support health and wellbeing in housing							✓	✓	



Behaviours	Responsive	Trust and dependability	Adaptability	Self motivation	Resilience	Leadership	Customer care	Team work	Personal development
Housing development								✓	
Finance in housing									
Housing management									
Housing need, demand and supply									
Managing people, teams and change		✓	✓			✓		✓	
Research skills for housing									
Resident involvement in housing							✓	✓	
Partnership working in housing							✓	✓	
Strategies for delivering independent living services							✓	✓	
Sustainability in housing									

## Annex 3

Below is an indication of how the content of the units may link to the CIH professional standards. Information on the professional standards can be found on the CIH website.

Units	Professional standards						
	Integrity	Inclusive	Ethical	Knowledgeable	Skilled	Advocate	Leadership
Housing law and regulation				✓			
Housing policy				✓			
Customer focus in housing	✓	✓		✓	✓	✓	✓
Professionalism in housing	✓		✓	✓	✓	✓	
Delivering services to support health and wellbeing in housing		✓		✓	✓		✓
Housing development				✓	✓		
Finance in housing				✓	✓		
Housing management		✓	✓	✓	✓		
Housing need, demand and supply				✓	✓		
Managing people, teams and change	✓	✓	✓	✓	✓	✓	✓
Partnership working in housing		✓		✓	✓	✓	✓
Research skills for housing			✓	✓	✓		✓
Resident involvement in housing		✓	✓	✓	✓	✓	✓
Strategies for delivering independent living services		✓		✓	✓		✓
Sustainability in housing				✓	✓		

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