



Chartered  
Institute of  
Housing  
Awarding  
organisation

# Qualification specification

## CIH Certificate in letting and managing residential property at SCQF Level 6

### 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 R819 04.

The operational start date is 1 April 2024.

The CIH scheme code is 6S09.

### 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
September 2024	0924	Information on quality assurance process updated. Info on other relevant documents updated. Staffing guidance updated. Phone number updated in footer.
November 2024	1124	Reference to CCEA updated to CCEA Regulation.
January 2025	0125	Range made clearer in Letting residential properties unit for AC1.1

## About the qualification

The qualification is a SCQF level 6 vocationally related qualification for the housing sector, accredited by SQA Accreditation.

The objective of this qualification is to provide individuals with the knowledge and understanding of key areas of managing and letting property, to support entry into and progression in roles such as landlord, or property and housing manager.

The qualification aims to

- provide the knowledge required to work in a front-line role in letting and managing residential property
- provide the knowledge to support individuals working in letting and managing residential property and related areas

The qualification is suitable for learners who are

- aged 16+
- in or aspiring to a front-line role in letting and managing residential property

## Entry requirements

CIH AO do not set entry requirements. CIH AO suggest it may be beneficial for the learner to have

- experience working in residential letting, or a property management related industry
- completed the CIH Level 2 Award in Letting and Managing Residential Property or studied at SCQF level 5 (level 2 if studied in England, Wales, Northern Ireland) with the ability to achieve an SCQF level 6 qualification

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

## Progression routes

The qualification could lead to employment or progression within the private rental or housing sector in roles such as landlord, letting agent, or property and housing manager.

The learner may wish to progress onto further learning in the housing sector such as the CIH level 4 Certificate in Housing.

## SCQF Level 6 descriptors

The SCQF level 6 descriptors indicate the level that a learner must be working at 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.

Characteristic		The following descriptions are for guidance only-it is not expected that every point will be covered.
1	<b>Knowledge and understanding</b>	Demonstrate and/or work with: <ul style="list-style-type: none"> <li>• An appreciation of the body of knowledge that constitutes a subject/discipline/sector</li> <li>• A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector</li> <li>• Relating the subject/discipline/sector to a range of practical and/or commonplace applications.</li> </ul>
2	<b>Practice: applied knowledge, skills and understanding</b>	Apply knowledge, skills and understanding: <ul style="list-style-type: none"> <li>• In known, practical contexts</li> <li>• In using some of the basic, routine practices, techniques and/or materials associated with the subject/discipline/sector</li> <li>• In exercising these in routine contexts that may have non-routine elements</li> <li>• In planning how skills will be used to address set situations and/or problems and adapt these as necessary.</li> </ul>
3	<b>Generic cognitive skills</b>	<ul style="list-style-type: none"> <li>• Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving</li> <li>• Make generalisations and predictions</li> <li>• Draw conclusions and suggest solutions.</li> </ul>
4	<b>Communication, ICT and numeracy skills</b>	Use a wide range of skills, for example: <ul style="list-style-type: none"> <li>• Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts</li> <li>• Select and use standard ICT applications to process, obtain and combine information</li> <li>• Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.</li> </ul>
5	<b>Autonomy, accountability</b>	<ul style="list-style-type: none"> <li>• Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision.</li> </ul>

Characteristic	The following descriptions are for guidance only-it is not expected that every point will be covered.
<b>and working with others</b>	<ul style="list-style-type: none"> <li>• Exercise some supervisory responsibility for the work of others and lead established teams in the implementation of routine work within a defined and supervised structure.</li> <li>• Manage limited resources within defined and supervised areas of work.</li> <li>• Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes.</li> </ul>

For a comparison of qualification levels across the UK see: <https://scqf.org.uk/wp-content/uploads/2024/08/qualifications-can-cross-boundaries-aug-23.pdf>.

The qualification is at level 4 of the European Qualifications Framework (EQF). For more information about the EQF see:

[europa.eu/europass/en/europass-tools/european-qualifications-framework](https://europa.eu/europass/en/europass-tools/european-qualifications-framework).

## Qualification structure

Qualification title: CIH Certificate in Letting and Managing Residential Property at SCQF Level 6.

Learners must achieve 15 credits from five mandatory units to be awarded the qualification.

The notional learning time for the average learner is expected to be 163 hours.

CIH AO expects that 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 based on Pass/ Fail.

### Mandatory units

The qualification contains the following five mandatory units.

Unit title	Credits	SCQF Level	Page
<a href="#">Letting residential properties</a> US50 04	3	6	12
<a href="#">Property standards for residential properties</a> US51 04	3	6	13
<a href="#">Tenancy management for residential property</a> US52 04	3	8	15
<a href="#">Ending tenancies of residential property</a> US53 04	3	6	16
<a href="#">Professional practice for the private rented sector</a> US54 04	3	6	17

## Delivering the qualification

### Approval to deliver the qualification

CIH AO centres MUST be approved by CIH AO to deliver the whole qualification. 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 diversity and inclusion

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 SCQF level 6 (RQF level 3), or;
- Enrolment and completion of a recognised Housing or Housing-related qualification at SCQF level 6 (RQF level 3) or higher, within an agreed time period, or;
- Minimum 2-years' experience of working in a Housing or Housing-related organisation at Officer-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 handbook 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 the CIH AO).

### Centre devised assessments

CIH AO's approach to the assessment of qualifications is to enable centres to devise the assessments. This is to allow for appropriate assessment that reflects the unique learning experience and 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

AO encourage 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. Examples of suitable assessment methods could include:

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

Guidance on the use of assessment methods can be found in the centre handbook. 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. 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. The centre is required to implement the adjustments to assessment and to notify CIH AO of this.

A special consideration may be given to a learner following a scheduled assessment, e.g:

- 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/rejects a special consideration (such as a small post assessment adjustment to the mark of 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 on 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 Centre Handbook 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).

## Letting residential properties

<b>Unit level:</b>	SCQF 6
<b>Unit reference number:</b>	US50 04
<b>CIH AO reference number:</b>	3LMRP1S
<b>Unit status:</b>	Mandatory
<b>Credits:</b>	3

### Unit purpose/aim

This unit aims to explore different types of tenancies and the law in relation to them. It also covers how to prepare a property to let, advertising properties, and setting up a tenancy.

Learning outcomes	Assessment criteria
1. Understand different types of tenancies.	1.1 Discuss common <b>tenancy type(s)</b> . 1.2 Describe the legal rights and responsibilities of both the landlord and tenant for common tenancy type(s).
2. Understand how to prepare a property to let.	2.1 Summarise the key areas of a market appraisal. 2.2 Explain how a property is prepared for letting.
3. Know how to market properties to let.	3.1 Review the relevant <b>code(s) of practice and/or consumer protection law</b> and explain how this applies to marketing property. 3.2 Explain <b>best practice</b> for arranging viewings.
4. Understand the requirements for selecting a tenant and setting up a tenancy.	4.1 Explain the procedure to select and verify a prospective tenant. 4.2 Explain the legal requirements and documents required to set-up a tenancy.

Range
AC 1.1 the common <b>Tenancy type(s)</b> should be relevant to the learner's nation of study/operation.
AC 3.1 <b>Code(s) of practice and/or consumer protection law</b> must include all applicable in the learner's nation of study/operation.
AC 3.2 <b>Best practice</b> must include details of applicable organisational processes, codes of practice, regulation, and legislation.

## Property standards for residential properties

<b>Unit level:</b>	SCQF 6
<b>Unit reference number:</b>	US51 04
<b>CIH AO reference number:</b>	3LMRP2S
<b>Unit status:</b>	Mandatory
<b>Credits:</b>	3

### Unit purpose/aim

The purpose of this unit is for learners to understand a landlord's obligations in relation to the repair, maintenance, and health and safety of the property. It also includes the obligations placed on landlords for houses in multiple occupation, and national licensing and/or registration schemes.

Learning outcomes	Assessment criteria
1. Understand the legislation relating to property maintenance and repair.	1.1 Outline the health and safety legislation for property that is let. 1.2 Summarise the landlord's repair and maintenance obligations. 1.3 Summarise tenants' obligations to the repair and upkeep of the property. 1.4 Summarise how property standards are enforced in the private sector.
2. Understand procedures for property maintenance.	2.1 Explain procedures for routine inspection and reporting. 2.2 Explain procedures for routine maintenance. 2.3 Explain procedures for dealing with emergency repairs of the property.
3. Understand the definition of a house in multiple occupation (HMO) and mandatory licencing of HMOs.	3.1 Define the term house in multiple occupation (HMO). 3.2 Describe when mandatory licencing of HMOs is required. 3.3 Explain HMO <b>management requirements</b> .
4. Understand <b>alternative</b> licensing scheme(s) and/or registration scheme(s).	4.1 Define <b>licensing scheme(s) and/or registration scheme(s)</b> . 4.2 Explain the purpose of <b>licencing scheme(s) and/or registration scheme(s)</b> . 4.3 Explain the additional management requirements to licenced properties.

Range
AC 3.3 Health and safety and repairs must be included in the <b>management requirements</b> where applicable.

Range
LO 4 Must cover licensing schemes <b>alternative</b> to any mandatory licensing of HMOs described in LO3.
AC 4.1 to 4.2 All <b>licensing scheme(s) and/or or registration scheme(s)</b> relevant to the learner's nation of study/operation must be included.

## Tenancy management for residential property

<b>Unit level:</b>	SCQF 8
<b>Unit reference number:</b>	US52 04
<b>CIH AO reference number:</b>	3LMRP3S
<b>Unit status:</b>	Mandatory
<b>Credits:</b>	3

### Unit purpose/aim

The purpose of this unit is for learners to understand how to manage a tenancy, including setting and collecting rent, changes, and amendments to the tenancy, and identifying, preventing, and resolving issues.

Learning outcomes	Assessment criteria
1. Understand the financial aspect of letting a property.	1.1 Explain the process for reviewing the rent of a property. 1.2 Explain the process for collecting rent and managing arrears. 1.3 Explain the process for managing deposits. 1.4 Describe costs involved for the landlord in letting a property.
2. Understand how agreements can change during the tenancy.	2.1 Summarise the options available to both the landlord and tenant to make changes to an agreement during the tenancy. 2.2 Describe how changes to the agreement are processed.
3. Understand how tenancy issues are prevented and resolved.	3.1 Summarise issues that may arise during a tenancy. 3.2 Outline procedures that can prevent future issues arising when entering a tenancy. 3.3 Review procedures to resolve tenancy issues.

## Ending tenancies of residential property

<b>Unit level:</b>	SCQF 6
<b>Unit reference number:</b>	US53 04
<b>CIH AO reference number:</b>	3LMRP4S
<b>Unit status:</b>	Mandatory
<b>Credits:</b>	3

### Unit purpose/aim

This unit aims to provide learners with knowledge on how tenants end a tenancy, how landlords can serve notice, and the court process to obtain possession.

Learning outcomes	Assessment criteria
1. Understand how a tenant can end the tenancy.	1.1 Summarise the process when a tenant legally ends the tenancy. 1.2 Explain the process when a tenant abandons the property.
2. Understand how a landlord can end the tenancy.	2.1 Explain current legislation on notice requirements. 2.2 Describe the process to serve legal notices to end tenancies. 2.3 Summarise the process for a landlord to end a tenancy.
3. Understand the legal process for a landlord to obtain possession.	3.1 Summarise the stages of applying to court for possession. 3.2 Explain potential tenant defences against possession.



## Professional practice for the private rented sector

<b>Unit level:</b>	SCQF 6
<b>Unit reference number:</b>	US54 04
<b>CIH AO reference number:</b>	3LMRP5S
<b>Unit status:</b>	Mandatory
<b>Credits:</b>	3

### Unit purpose/aim

This unit aims to provide learners with an understanding of the importance of codes of practice, ethics, and equality, diversity and inclusion (ED&I) in the private rented sector. It provides an opportunity to reflect on their own knowledge, skills, and behaviours and create a personal professional development plan for their own progression.

Learning outcomes	Assessment criteria
1. Understand the importance of codes of practice.	1.1 Explain the importance of codes of practice within the private rented sector. 1.2 Describe how codes of practice can be used to support own best practice.
2. Understand ethics in the context of professional practice in housing.	2.1 Explain the importance of ethics in the private rented sector. 2.2 Describe how to apply ethics in own professional practice.
3. Understand equality, diversity, and inclusion (ED&I) in the context of professional practice in housing.	3.1 Explain the importance of ED&I in the private rented sector. 3.2 Describe how to apply ED&I in own professional practice.
4. Be able to assess own professional performance and development.	4.1 Reflect on own professional practice, knowledge, skills, and behaviours. 4.2 Produce a professional development plan to meet current and future goals.

## 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.

Verb	Definition
Define	specify meaning
Describe	set out characteristics
Discuss	present key points
Explain	set out purposes or reasons
Outline	set out main characteristics
Produce	Make or create something
Reflect	Consider own previous actions experiences or learning and think about how this can support future actions, learning or practice
Review	Survey information considering its merit
Summarise	present principal points without detail

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