



Chartered
Institute of
Housing
Awarding
organisation

CIH Level 3 Certificate in Supporting Homeless People

CIH Awarding Organisation

Introduction

The Chartered Institute of Housing (CIH) is the independent voice for housing and the home of professional standards. Our goal is simple – to provide housing professionals and their organisations with the advice, support and knowledge they need to be brilliant. CIH is a registered charity and not-for-profit organisation. This means that the money we make is put back into the organisation and funds the activities we carry out to support the housing sector. We have a diverse membership of people who work in both the public and private sectors, in 20 countries on five continents across the world. Further information is available at: www.cih.org.

CIH is the awarding organisation (AO) for housing qualifications and we are dedicated to providing the highest quality, relevant and up-to-date qualifications for everyone in housing.

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

The qualification reference number is 603/0200/8.

The operational start date is 1st September 2016.

The CIH scheme code is 3H11.

Contact us:

For any queries relating to the qualification specification e-mail accreditation@cih.org

About the qualification



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The qualification is a level 3 vocationally related qualification for the housing sector, accredited by CCEA and regulated by Ofqual and Qualifications Wales.

The objective of this qualification is to provide individuals with the knowledge and understanding required to support homeless people at an operational level. The qualification explores core areas of homelessness. All learners must study professional practice (including ethics) which supports the development of their own personal growth and engagement in learning and housing.

The qualification aims to...

- Develop the skills and knowledge for supporting homeless people.
- Enable learners to develop approaches within their organisations to achieve successful outcomes for their clients.
- Prepare learners for further study at level 3 and progression to qualifications at level 4.

The qualification is suitable for learners...

- working or resident in the UK,
- who work supporting homeless people and want to develop their skills and knowledge,
- who already have a level 2 qualification and/or experience of working in housing.

Entry requirements

CIH AO does not set entry requirements. CIH AO recommends that in order to pursue achievement of the qualification, the learner will;

- have the potential and opportunity to gain the qualification
- be working in housing or a housing related industry
- have completed the CIH Level 2 Certificate in Housing Practice or a comparable/equivalent qualification.

Further details of the level that the learner needs to be able to achieve are provided in the section on level 3 descriptors.

Progression routes

The CIH level 3 certificate in supporting homeless people may be all that the employer and employee need to assure themselves that the learner has achieved the knowledge and skills to support the learners' job role. However the learner may wish to progress onto further learning;

- by using the credit gained in the CIH level 3 certificate in supporting homeless people, to widen their knowledge of housing by completing the CIH level 3 certificate in housing or the CIH level 3 diploma in housing.

- at level 4 – if the learner has extensive housing experience or supervisory/management experience and has previously studied at level 3 or 4, they may be able to progress to the CIH level 4 certificate in housing.



Certified practitioner

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

Level 3 descriptors

The level 3 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...)
Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.
Can interpret and evaluate relevant information and ideas.	Use appropriate investigation to inform actions.
Is aware of the nature of the area of study or work.	Review how effective methods and actions have been.
Is aware of different perspectives or approaches within the area of study or work.	

For a comparison of qualification levels across the UK see http://www.sqa.org.uk/files_ccc/QualificationsCanCrossBoundaries.pdf

The qualification is at level 4 of the European Qualifications Framework (EQF). For more information about the EQF see https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97

Apprenticeship

The units from the qualification have been sign-posted to the Apprenticeship Standard: Housing and Property Management England. See Annex 1 page 15.

Qualification structure



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Qualification title: CIH Level 3 Certificate in Supporting Homeless People

Learners must achieve a minimum of 14 credits in order to be awarded the qualification, from 4 mandatory units. The centre may also opt to deliver the additional unit 'Homelessness amongst ex-offenders-its effects and prevention' to enrich the learning experience.

The recommended guided learning hours for the qualification are 105. 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 total qualification time will be 140 hours.

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

The qualification contains the following mandatory units, 14 credits must be achieved from this group:

Unit title	Credits	Level	Page
Homelessness services and prevention Unit number H/615/0809	4	3	9
Involving housing service users Unit number H/615/0812	3	3	10
Professional practice skills for housing Unit number J/615/0849	4	3	11
Role of the support worker for independent living Unit number F/615/0851	3	3	12

The qualification contains the following additional unit, This unit is optional and can be added to a course to enrich the learning experience:

Unit title	Credits	Level	Page
Homelessness amongst ex-offenders Unit number R/615/0854	3	3	13

Delivering the qualification



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Approval to deliver the qualification

As an approved CIH AO centre, you **MUST** be approved by CIH AO to deliver the whole 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. It is the responsibility of the centre to pay these fees and you will be invoiced for the required amount following receipt of the registration forms. The list of fees is available on our website at the following link: <http://www.cih.org/ao/centrefees>

Each learner will be offered free CIH student membership for the duration of the course.

Equality and diversity

Equality and diversity considerations were made during the development of this qualification to promote access and minimise bias. It is the centres' responsibility to ensure that equality and diversity considerations are made as part of the delivery and assessment of this qualification.

CIH AO would expect equality and diversity to be integrated into the delivery process for every learning outcome even where there are no specific assessment criteria for equality and diversity.

Contextualisation of learning outcomes and assessment criteria

CIH AO expects centres to contextualise the delivery and assessment of units according to the local and sectoral circumstances of the group of learners they are delivering to. For example, a question relating to law would be applied to the law of the country in which the group of learners operate.

Staff occupational competency requirements

Experience of:

- Working in the housing industry preferably at a management level.
- Working in the specific industry that the unit content (where this is a specialist area of housing or a non housing specific subject matter) covers.
- Delivering vocational qualifications.
- Teaching, assessing or verifying as appropriate.

Qualifications

- Housing qualification at level above that of the qualification/units to be delivered. And/or
- A degree or degree level qualification in a cognate area and/or a relevant professional qualification.



Role specific qualification requirements:

- **Teachers/Tutors:**
A regulated or equivalent teaching qualification.
- **Assessors:**
Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. Supervisor, manager, tutor. All assessors must hold a qualification in assessment e.g. Assessor Awards, A1/2 Awards/units, D32/33) or working towards this.
- **Internal Quality Assurers:**
Internal quality assurance is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal Quality Assurers (IQA's) must hold a qualification in Internal Quality Assurance e.g. IQA Awards, V1 Award/units, D34) or working towards this.

A list of current qualifications can be found on the following registers:

- England, Wales & Northern Ireland: <http://register.ofqual.gov.uk>
- Scotland: <http://scqf.org.uk/the-framework/search-database/>

Trainee Assessors and IQAs must complete a relevant Assessor/IQA qualification within 1 year of commencing in the role. All non-qualified staff who assess must have 100% of their work counter-signed by a qualified assessor.

CPD

Evidence of continuing professional development in teaching, assessment, verification and the housing industry.

Assessment

Centres must refer to the CIH AO Assessment 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 in order 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 moderated (by the CIH AO).



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 that the assessment outcomes meet their intended uses.
- **Reliability** – An assessment is reliable if its results are not influenced by chance, the assessment process generates outcomes which would be replicated were the assessment repeated.
- **Comparability** – Assessment outcomes that 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** - is about ensuring that 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.

Centre devised assessments

The 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 take into account the requirements of local employers.

Assessment methods

The following assessment methods are allowed for the assessment of the qualification:

- Coursework
- Portfolio of evidence
- E-assessment
- Practical demonstration/assignment

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, for example;

- The learner is present for the assessment but may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of assessment.
- The learner misses part of the assessment due to circumstances beyond their control.

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 external moderator.

External quality assurance

The external quality assurance system is a key feature of the quality assurance arrangements for the CIH AO. The EQAs and moderators play a vital role in ensuring that all individuals holding a CIH AO qualification certificate have achieved a nationally accepted standard. The moderator is required to ensure there is sufficient evidence present to demonstrate that the quality assurance principles are being upheld.

The CIH AO will appoint an EQA and moderator to each approved centre to monitor the quality assurance at the centre. Delivery of the qualification must not start until the assessment strategy and assessment brief/s have been approved by CIH AO. During the course the moderator will sample assessments and the EQA will undertake a quality review visit annually.

For further information about quality assurance refer to the centre handbook and sanctions policy.

Other documents of relevance

The following is a list of other documents that your centre must be familiar with in relation to the design, delivery, assessment, and quality assurance of a CIH AO qualification.

- Appeals procedure
- Assessment handbook
- Centre agreement
- Centre handbook
- Complaints policy
- Conflict of interest policy
- Equality and diversity policy
- Malpractice policy
- Marketing of CIH qualifications
- Record retention policy
- Sanctions policy
- Special considerations and reasonable adjustments policy
- Recognition of prior learning policy
- Application form for centre course change approval/notification

Further information and documents can be found at the CIH Centre Moodle site.



Homelessness services and prevention

Unit level:	3
Unit credit value:	4
Unit reference number:	H/615/0809
CIH AO reference number:	H3006
Unit status:	Mandatory

Unit purpose/aim

The unit aims to provide the learner with knowledge of how people can become homeless, the services which are available to those who are homeless or threatened with homelessness and how homelessness may be prevented.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Understand the key factors that contribute to people becoming homeless.	1.1 Identify the personal/individual factors that can contribute to people becoming homeless. 1.2 Describe the structural factors that can contribute to levels of homelessness.
2. Understand the statutory and non-statutory framework for the provision of services to people who are homeless or threatened with homelessness.	2.1 Outline the legislation relating to people who are homeless or threatened with homelessness. 2.2 Identify the role of the courts and case law in relation to homelessness. 2.3 Explain the statutory responsibilities of local authorities to people who are homeless or threatened with homelessness. 2.4 Describe the non-statutory responsibilities of local authorities to people who are homeless or threatened with homelessness.
3. Know about accommodation and services for people who are homeless or threatened with homelessness.	3.1 Describe the suitability of accommodation types that are available for homeless people. 3.2 Summarise services that are available for people who are homeless or threatened with homelessness.
4. Understand how homelessness may be prevented.	4.1 Summarise the services and other measures organisations use to prevent homelessness. 4.2 Explain the role of partnership working and safe guarding in the prevention of homelessness.



Involving housing service users

Unit level:	3
Unit credit value:	3
Unit reference number:	H/615/0812
CIH AO reference number:	H3007
Unit status:	Optional

Unit purpose/aim

The unit aims to provide the learner with knowledge of the drivers for service user involvement, and to enable them to plan for more effective involvement.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Understand why service user involvement is important in a range of housing related settings.	1.1 Summarise any legal or regulatory requirements for service user involvement. 1.2 Explain the benefits of service user involvement in housing.
2. Understand the opportunities for service user involvement in housing.	2.1. Identify the opportunities for service user involvement in housing. 2.2. Compare and contrast the impact of different ways of involving service users in housing.
3. Understand how to maximise the impact of service user involvement in a specific context.	3.1 Examine the effect of service user involvement in a specific context. 3.2 Develop a plan to maximise service user involvement.



Professional practice skills for housing

Unit level:	3
Unit credit value:	4
Unit reference number:	J/615/0849
CIH AO reference number:	H3008
Unit status:	Mandatory

Unit purpose/aim

The unit aims to provide learners with the professional skills required to practice in housing.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Understand the key skills, knowledge and behaviours required for the housing professional.	1.1 Evaluate a range of key skills, knowledge and behaviours that a housing professional requires.
2. Understand ethics in the context of professional practice in housing.	2.1 Explain what 'professionalism' means in a housing context. 2.2 Explain the role of ethics in housing practice. 2.3 Describe how you apply ethics in own professional practice.
3. Understand equality, diversity and inclusion in the context of professional practice in housing.	3.1 Explain the role of equality, diversity and inclusion in housing practice. 3.2 Describe how you apply equality and diversity in own professional practice.
4. Be able to assess own professional performance and development.	4.1 Reflect on own professional practice skills. 4.2 Discuss the role of feedback in improving performance. 4.3 Develop a professional development plan to meet current and future challenges.



Role of the support worker for independent living

Unit level:	3
Unit credit value:	3
Unit reference number:	F/615/0851
CIH AO reference number:	H3009
Unit status:	Mandatory

Unit purpose/aim

The unit aims to provide the learner with an understanding of the role of the support worker and the values and principles which underpin the provision of support services for independent living.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1 Understand the values and principles that underpin support services for independent living.	1.1 Identify the key principles and values that underpin support services for independent living. 1.2 Explain professional boundaries in the context of housing support.
2 Understand the role of the support worker in supporting identified needs, goals and aspirations of individuals.	2.1 Explain the role of the support worker in providing information, advice and guidance. 2.2 Explain the role of the support worker in supporting the social and development needs of individuals. 2.3 Explain the role of the support worker in helping people to move and settle into new environments.
3 Understand the role of the support workers in safeguarding individuals.	3.1 Explain the role of the support worker in identifying, assessing and acting on risk of danger, harm or abuse. 3.2 Summarise organisational procedures for safeguarding individuals.



Homelessness amongst ex-offenders

Unit level:	3
Unit credit value:	3
Unit reference number:	R/615/0854
CIH AO reference number:	H3010
Unit status:	Optional

Unit purpose/aim

The unit aims to provide the learner with an understanding of homelessness among ex-offenders, its effects and prevention.

<i>Learning outcomes</i>	<i>Assessment criteria</i>
1. Understand the law in relation to homelessness among ex-offenders.	<p>1.1 Summarise the statutory framework relating to people who are homeless or threatened with homelessness.</p> <p>1.2 State which organisations have a statutory responsibility to ex-offenders who are homeless or threatened with homelessness.</p> <p>1.3 Explain what the statutory responsibilities of those organisations are to ex-offenders who are homeless or threatened with homelessness.</p>
2. Know how to prevent homelessness amongst ex-offenders.	<p>2.1 Explain the services and measures organisations may employ to prevent homelessness amongst ex-offenders.</p> <p>2.2 Summarise the services that are available nationally and locally for ex-offenders who are homeless.</p> <p>2.3 Evaluate the importance of partnership working in the prevention of homelessness amongst ex-offenders.</p>
3. Understand how the risk of reoffending can be reduced by tackling homelessness.	<p>3.1 Describe the factors that may reduce the risk of reoffending.</p> <p>3.2 Explain the link between homelessness and reoffending.</p> <p>3.3 Summarise the role of housing services in reducing reoffending.</p>

Exemption

The following units are deemed to be allowed as 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.



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<i>Unit title</i>	<i>Equivalence/exemption</i>
Homelessness services and prevention H/615/0809	Homelessness services and prevention D/602/3025
Involving housing service users H/615/0812	Involving housing service users H/602/3025
Professional practice skills for housing J/615/0849	Professional practice skills for housing Y/505/5928
Role of the support worker for independent living F/615/0851	Role of the support worker for independent living M/602/3027
Homelessness amongst ex-offenders R/615/0854	Homelessness amongst ex-offenders: its effects and prevention H/506/1490

- This is an Indication of how the qualification may link to the Apprenticeship Standard: Housing and Property Management 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. For example, 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 or an apprenticeship the deliverer will be required to complete their own detailed mapping.
- The employer and training provider responsible for the delivery of the apprenticeship standard 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	Assets	Customers	Context	Range of services	Organisational policies
Homelessness services and prevention	✓			✓		✓	✓
Involving housing service users	✓			✓			✓
Professional practice skills for housing							✓
Role of the support worker for independent living				✓		✓	✓
Homelessness amongst ex-offenders	✓					✓	

Skills	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Self management	Problem solving	Decision making	Tools and equipment
Homelessness services and prevention			✓	✓		✓				
Involving housing service users	✓									
Professional practice skills for housing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Role of the support workers for independent living	✓	✓	✓	✓	✓					
Homelessness amongst ex-offenders			✓	✓		✓				

Behaviours	Responsive	Trust and integrity	Adaptability	Independence	Dependability	Personal commitment	Resilience	Role model	Customer care	Team work
Homelessness services and prevention										
Involving housing service users										
Professional practice skills for housing	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Role of the support worker for independent living		✓								
Homelessness amongst ex-offenders									✓	