Qualification specification
CIH Level 5 Diploma in Housing

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 that make up this qualification, the qualification structure, assessment methods, and quality assurance requirements associated with the qualification.

The qualification reference number is 610/5087/8.
The operational start date is 24 December 2024.
The CIH scheme code is 5H02.

Contact us

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

Contents

Version log

Date	Version	Summary of Changes
April 2025	0425	Added contents page & CCEA Regulation accreditation information to page 3.

About the qualification

The qualification is a level 5 vocational qualification for the housing sector regulated by Ofqual and Qualifications Wales and accredited by CCEA Regulation.

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

It may support entry and progression into strategic housing management or executive roles such as housing services manager, housing director, head of housing services, housing director, or executive director of housing operations.

The qualification aims to provide knowledge and skills in professionalism, ethics, leadership, strategic planning for housing, customer focused housing services, and managing partner relationships, which are required to manage housing services at a strategic or executive level.

The qualification is suitable for learners who

- are currently working in or aspiring to a strategic senior housing management or executive role in housing
- have a level 4 qualification and/or experience of working in a management / strategic role in housing

Entry requirements

CIH AO do not set entry requirements. It may be beneficial for the learner to have one or some of the following:

- Experience working in housing or a housing-related industry, preferably at a strategic or management level
- Achieved a level 4 qualification previously
- Completed a management qualification
- Completed a housing qualification such as the CIH level 4 certificate in housing 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 5 descriptors.

Progression routes

The qualification aims to support entry and progression within roles such as:

- Housing services manager
- Housing director
- Head of housing services
- Director of housing
- Executive director of housing operations.

The learner may wish to progress onto further learning on an undergraduate degree or a level 6 housing qualification.

Learners who successfully complete the qualification will become eligible for chartered membership status of CIH. Chartered status is a demonstration of an individual's housing expertise, commitment and ethical standards.

Level 5 descriptors

The level 5 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.

Knowledge descriptor (the holder…)	Skills descriptor (the holder can…)
Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

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.

Apprenticeship

The units from the qualification have been sign-posted to the Apprenticeship Standard: Senior Housing / Property Management, England. See Annex 2.

Qualification structure

Qualification title: CIH Level 5 Diploma in Housing.

Learners must achieve a minimum of 38 credits from 7 mandatory units to be awarded the qualification.

The recommended guided learning hours (GLH) for the qualification are 79.
The total qualification time is expected to be 380 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 on the basis of Pass / Fail.

Mandatory units

The qualification contains the following 7 mandatory units, 38 credits must be achieved from this group:

Unit title	Credits	Level	GLH	Page
Ethical practice in housing Unit number Y/651/4190	4	5	8	12
Leadership and management in housing Unit number A/651/4191	8	5	16	14
Strategic and business planning for housing organisations Unit number D/651/4192	6	5	12	15
Housing in context Unit number F/651/4193	8	5	16	17
Managing partner relationships in housing Unit number H/651/4194	2	5	6	19
Customer focused housing services and communication Unit number J/651/4195	4	5	6	20
Professionalism in housing Y/651/3056	6	4	15	22

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.

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 5 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification at level 5 or above within an agreed time period, or;
- Minimum 2-years' experience of working in a Housing or Housing-related organisation at Management level or above, or;
- Professional-level membership of a recognised Housing professional body.

Indicative Role-Specific Requirements

Role*	Indicative Responsibilities	Indicative Requirements
Tutor	• Delivery of programme content • Interpretation of unit assessment criteria • Facilitating learning • Lesson planning • Learner support and feedback.	• A recognised L3 Teaching qualification, e.g. L3 Award in Education and Training (or equivalent PTLLS) **or** • 12 months' teaching experience.
Assessor	• Design and development of assessment materials • Evaluating learner achievement against learning outcomes and assessment criteria • Learner support and feedback.	• 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).
IQA	• Management and oversight of IQA strategy • Sampling assessor judgements to ensure accuracy and consistency • Observation of teaching • Monitoring assessment practices • Assessor support and feedback • Coordinating / overseeing standardisation activity • Sharing best practice.	• 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).

*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
Scotland: 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 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

CIH 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. Suitable assessment methods could include:

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

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. 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:

- 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:
  o Temporary illness
  o Injury
  o 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 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 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 CIH policies and guidance documents or contact the QA Team at the following address: 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.

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.

Ethical practice in housing

Unit level: **5**
Unit credit value: **4**
Unit reference number: **Y/651/4190**
CIH AO reference number: **H510**
Unit status: **Mandatory**
GLH/ TUT: **8/40 hours**

Unit purpose/aim

The unit aims to provide the learner with an understanding of ethical practice and how this applies to housing organisations, housing professionals, and their stakeholders and customers.

Learning outcomes	Assessment criteria
1. Understand ethical practice.	1.1 Discuss the theory of ethical practice. 1.2 Critically compare approaches to ethical practice between a housing organisation and an **organisation outside of the housing sector**.
2. Understand how ethical practices apply to housing organisations and the impact on housing customers.	2.1 Evaluate the degree to which a housing organisation complies with a code of ethics in practice. 2.2 Explain how business objectives and culture are affected by ethical considerations. 2.3 Evaluate the implications of operating ethically and unethically for a housing organisation, and its **stakeholders**. 2.4 Critically compare the impact of operating ethically and unethically on **housing customers**.
3. Understand how ethical practices apply to a leader or manager in housing.	3.1 Explain how a leader can influence the culture of ethics and behaviours within the organisation. 3.2 Explain an ethical issue that could affect a leader or manager in housing. 3.3 Apply the CIH ethical decision-making model to the issue. 3.4 Evaluate the impact of the decision-making process.

Tutor guidance
AC 1.2 The **organisation outside of the housing sector** should be an organisation that offers customer facing services (e.g. utilities, banking, or similar).
AC 2.3 **Stakeholders** includes (e.g. contractors, outsourced services, partnership services).

Tutor guidance

AC 2.4 **Housing customers** includes tenants and other service users that the organisation provides a service to (e.g. potential tenants, people experiencing homelessness, leaseholders etc).

Leadership and management in housing

Unit level: **5**
Unit credit value: **8**
Unit reference number: **A/651/4191**
CIH AO reference number: **H511**
Unit status: **Mandatory**
GLH/ TUT: **16/80 hours**

Unit purpose/aim

The unit aims to provide the learner with an understanding of leadership and management theories. It explores the role of leadership in creating an organisational vision and achieving organisational objectives. The learner will have the opportunity to compare the knowledge skills and behaviours required by managers and leaders, and to reflect on their own ability to be an effective leader and manager.

Learning outcomes	Assessment criteria
1. Understand the relationship between management and leadership.	1.1 Critically discuss theories of management and leadership. 1.2 Compare the **knowledge skills and behaviours** required to be an effective manager to those of an effective leader. 1.3 Compare and contrast the roles of management and leadership in own organisation.
2. Understand how leadership styles impact on the vision and operation of the housing organisation.	2.1 Analyse the role of leadership in contributing to the creation of the organisation's vision and the communication of the vision to others. 2.2 Discuss how effective different leadership styles are for achieving organisational objectives in housing organisations. 2.3 Examine the impact of effective and ineffective leadership on the practice within the housing organisation.
3. Understand how leadership and management can be evaluated.	3.1 Discuss the role of **feedback** in evaluating leadership/ management in housing. 3.2 Reflect on own ability to be an effective leader and manager.

Tutor guidance
AC 1.2 Communication and empathy are some examples of **knowledge skills and behaviours**.
AC 2.3 The **practice** in the organisation should include consideration of how values and behaviours are demonstrated/ carried out, within the business.
AC 3.1 **Feedback** including for example customer and 360 feedback.

Strategic and business planning for housing organisations

Unit level: **5**
Unit credit value: **6**
Unit reference number: **D/651/4192**
CIH AO reference number: **H512**
Unit status: **Mandatory**
GLH/ TUT: **12/60 hours**

Unit purpose/aim

The unit aims to provide the learner with an understanding of the role, purpose and complexity of a housing organisation. They will gain knowledge of strategic development and apply strategic planning to the development, implementation and monitoring of a business plan.

Learning outcomes	Assessment criteria
1. Understand the role, purpose and complexity of a housing organisation.	1.1 Discuss how the role and purpose of housing organisations have changed **over time**. 1.2 Critically evaluate ways in which housing organisations act in a commercial way and the impact this may have on their social purpose.
2. Understand strategic development, strategic thinking and strategic planning, in housing organisations.	2.1 Distinguish between strategic development, strategic thinking, and strategic planning. 2.2 Evaluate key strategic development theories that apply to housing organisations.
3. Be able to develop a vision for a housing organisation.	3.1 Examine the role of social, political, economic, and environmental factors in shaping the vision of a housing service. 3.2 Apply a theory of strategic development to create a vision for a housing service.
4. Be able to create and implement a strategic business plan.	4.1 Outline business planning tools and methodologies. 4.2 Create a **business plan** for a housing service using strategic planning. 4.3 Formulate an approach to implement the business plan. 4.4 Identify the critical stages for monitoring the business plan following implementation.

Tutor Guidance
AC 1.1 **Over time** should include significant changes over the last 20-40 years.

Tutor Guidance

AC 4.2 The **business plan** must include consideration of objectives, strategies, risks financial planning and any regulatory/ legal / compliance requirements.

Housing in context

Unit level:	**5**
Unit credit value:	**8**
Unit reference number:	**F/651/4193**
CIH AO reference number:	**H513**
Unit status:	**Mandatory**
GLH/ TUT:	**16/80**

Unit purpose/aim

The unit aims to provide the learner with an opportunity to understand the context of housing through a comparative study between their own country of study/ operation and another. They will develop an understanding of policy, the law and the social, cultural, political and economic context of housing policy on their chosen topic in two countries.

Learning outcomes	Assessment criteria
1. Understand theoretical discourse and comparative housing studies.	1.1 Critically summarise two contrasting theoretical discourses about comparative housing studies.
2. Understand the historical development of housing policy related to one **aspect of housing.**	2.1 Critically compare the historical development of housing policy related to one aspect of housing.
3. Understand the social, cultural, political and economic context of housing policy regarding one aspect of housing.	3.1 Critically compare the **social** and cultural context of housing policy regarding one aspect of housing. 3.2 Examine the influence of political ideology on the evolution of housing policy regarding one aspect of housing. 3.3 Discuss the implications of the current political and economic environment on housing policy regarding one aspect of housing.
4. Understand the law in relation to one **aspect of housing** policy.	4.1 Compare and contrast the law in relation to one aspect of housing policy.
5. Be able to make a case for future trends in one aspect of housing policy.	5.1 Apply conclusions including potential future challenges drawn from the comparative housing study. 5.2 Identify any lessons learned from the comparative study which can be taken forward for own nation of operation.

Tutor Guidance
Within this unit, the learner must complete a comparative study between their own country of study/ operation and another country as their assessment. The learner must choose one topic within housing to research for both countries.

Tutor Guidance

The topic and country the learner chooses must be agreed upon with their tutor/ assessor prior to beginning their assessment.

For each learning outcome/assessment criterion, the learner should compare their chosen topic in both countries.

Examples of topics may be, but are not limited to:

- Homelessness
- Social housing
- Private rented sector
- Tenant and resident involvement
- Sustainability.

LO 2 The learner may need to include multiple policies for one or both countries depending on their chosen **aspect of housing** to study.

AC 3.1 **Social** should include social media.

LO 4 The learner may need to include multiple laws for one or both countries depending on their chosen **aspect of housing** to study.

Managing partner relationships in housing

Unit level: 5
Unit credit value: 2
Unit reference number: H/651/4194
CIH AO reference number: H514
Unit status: Mandatory
GLH. TUT: 6/20 hours

Unit purpose/aim

The unit aims to provide learners with an understanding of how to manage partner relationships to deliver a successful housing service.

Learning outcomes	Assessment criteria
1. Understand how to work with a variety of partners involved in the delivery of housing services.	1.1 Explore the variety of **partners** that a housing organisation works with to deliver services. 1.2 Explain the skills and techniques required to influence a partner to deliver a service. 1.3 Evaluate the effectiveness of a partner relationship on the delivery of a housing service.
2. Understand the principles of contract management in the delivery of a housing service.	2.1 Examine methods for procuring and mobilising contracts for a housing service. 2.2 Critically evaluate the **delivery** of a housing service in relationship to the **performance** of the contract management.

Tutor Guidance
AC 1.1 **Partners** can be internal or external to allow contextualisation to learner's own organisation.
AC 2.2 Should include reference to (e.g. regulatory compliance, value for money as part of the evaluation of the **performance** and **delivery**).

Customer focused housing services and communication

Unit level: 5
Unit credit value: 4
Unit reference number: J/651/4195
CIH AO reference number: H515
Unit status: Mandatory
GLH. TUT: 6/40 hours

Unit purpose/aim

This unit aims to provide an understanding of how to provide housing services that are inclusive and meet the diverse and changing needs of housing customers. It covers the importance of data gathering and resident involvement as well as effective communication methods.

Learning outcomes	Assessment criteria
1. Understand how to provide inclusive housing services that meet the diverse and changing needs of housing customers.	1.1 Evaluate **methods** for identifying characteristics and demographics and segmenting of housing customers. 1.2 Evaluate an organisation's resident involvement strategy against **good practice** standards. 1.3 Evaluate how the diverse and changing needs of housing customers can impact the housing services delivered. 1.4 Evaluate how resident involvement and customer data can be used to design and improve services that meet housing customers' diverse and changing needs.
2. Understand the impact of the diversification of housing services on landlords and customers.	2.1 Discuss the practical implications of the diversification of housing services for both landlords and customers.
3. Understand how to communicate with housing customers.	3.1 Critically review how well an organisation communicates with their housing customers against **good practice standards** and make recommendations for improvements. 3.2 Explain how the principles of data protection apply in relation to customer communication.

Tutor Guidance
Within this unit housing customers, include those experiencing vulnerability and any additional needs.
The learner can contextualise their learning to an area of housing they have experience working in.
AC 1.1 The evaluation of the **methods** should include consideration of:

• Ethics
• Inclusivity
• Potential for unconscious bias or stereotyping.
AC 1.2 **Good practice standards,** for example, regulatory standards on tenant involvement, TPAS tenant engagement standards.
AC 3.1 **Good practice standards** for example regulatory standards on tenant involvement, ombudsman complaint handling code, equality act, consumer standards requirements, National Federation of Housing and CIH codes.

Professionalism in housing

Unit level: 4
Unit credit value: 6
Unit reference number: Y/651/3056
CIH AO reference number: H424
Unit status: Mandatory
GLH/TUT: 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 **housing organisation**.
2. Understand professional practice and professional standards.	2.1 Analyse own professional practice against **professional standards**.
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 **workplace situation** 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** refer 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.

Exemptions

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
Ethical practice in housing Unit number Y/651/4190	Ethical practice in housing Unit number M/507/9233
Leadership and management in housing Unit number A/651/4191	Leadership and management in housing Unit number K/507/9232
Strategic and business planning for housing organisations Unit number D/651/4192	Strategic and business planning for housing organisations Unit number: T/507/9234
Housing in context Unit number F/651/4193	Housing in context Unit number: A/507/9235
Managing partner relationships in housing Unit number H/651/4194	Managing relationships in housing Unit number: F/507/9236
Customer focused housing services and communication Unit number J/651/4195	Managing relationships in housing Unit number: F/507/9236
Professionalism in housing Y/651/3056	Professional practice skills for housing F/507/9169

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	Verb descriptor
Analyse	Separate information into components and examine their characteristics in detail identifying any benefits.
Apply	Put into effect in a recognised way.
Compare and contrast	Examine the subjects in detail, identify similarities and differences, and consider these from different perspectives.
Compare	Identify in detail similarities.
Create	Produce an item or solution to a problem.
Critically compare	Examine in detail, similarities and differences and identify weaknesses limitations and benefits.
Critically discuss	Examine in detail the weaknesses, limitations and benefits of the topic by evaluating available information.
Critically evaluate	Consider weaknesses, limitations and benefits of available evidence.
Critically review	Consider the merit of something taking into account weaknesses limitations and benefits.
Critically summarise	Outline principal points identifying strengths, weaknesses and limitations.
Describe	Set out characteristics.
Discuss	Present key points.
Distinguish	Show or recognise the difference between items, ideas or information.
Evaluate	Judge from available evidence.
Examine	Investigate in detail.
Explain	Set out purposes or reasons.
Explore	Investigate without preconceptions about the outcome.
Formulate	Devise or develop concisely and systematically.
Identify	Name or otherwise characterise.
Outline	Set out main characteristics.
Reflect	Consider own previous actions experiences or learning and think about how this can support future actions, learning or practice.
Review	Consider the merit of something taking into account weaknesses limitations and benefits.

Annex 2 Mapping to Apprenticeship Standard England

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
Ethical practice in housing		✓		✓			✓
Leadership and management in housing		✓					
Strategic and business planning for housing organisations		✓	✓		✓	✓	✓
Housing in context	✓				✓	✓	
Managing partner relationships in housing		✓	✓	✓		✓	✓
Customer focused housing services and communication	✓			✓	✓	✓	✓
Professionalism 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
Ethical practice in housing	✓									✓	
Leadership and management in housing			✓					✓	✓		
Strategic and business planning for housing organisations				✓			✓	✓	✓	✓	
Housing in context					✓					✓	Implicit
Managing partner relationships in housing		✓	✓			✓	✓	✓	✓	✓	
Customer focused housing services and communication	✓	✓	✓	✓	✓	✓				✓	
Professionalism in housing	✓	✓		✓							

Behaviours	Responsive	Trust and dependability	Adaptability	Self motivation	Resilience	Leadership	Customer care	Team work	Personal development
Ethical practice in housing		✓		✓		✓			✓
Leadership and management in housing		✓				✓		✓	✓
Strategic and business planning for housing organisations	✓		✓			✓		✓	
Housing in context				✓					
Managing partner relationships in housing	✓	✓	✓			✓	✓	✓	
Customer focused housing services and communication	✓	✓					✓		
Professionalism in housing		✓		✓		✓	✓		✓

Annex 3 Mapping to CIH chartered member expectations

This table shows how the unit content maps to the CIH chartered membership requirements, upon achievement of the qualification the learner is eligible for CIH Chartered membership status.

Day one expectations from a Chartered Member	L5 Diploma in Housing Units						
	Ethical practice in housing	Leadership and management in housing	Strategic and business planning for housing organisations	Housing in context	Managing partner relationships in housing	Customer focused housing services and communication	Professionalism in housing
Be able to…lead, provide vision and innovate in meeting objectives for an organisation.		✓					
Be able to…communicate effectively with housing customers and colleagues. (implicitly)		✓			✓	✓	
Be able to…find out what housing customers want.						✓	
Be able to…talk to, understand and work with those who deliver and design related services which impact on housing.					✓		
Be able to…support housing customers in securing homes and the resources to maintain their homes.						✓	
Know…why good housing is critical to the health and well being of a community.	✓					✓	
Demonstrate…decision making based on fair, accurate and appropriate information.	✓						

Day one expectations from a Chartered Member	L5 Diploma in Housing Units						
	Ethical practice in housing	Leadership and management in housing	Strategic and business planning for housing organisations	Housing in context	Managing partner relationships in housing	Customer focused housing services and communication	Professionalism in housing
Demonstrate…impartiality in delivering a service.	✓						
Demonstrate…resilience, honesty and integrity.	✓						
Demonstrate…non-discrimination in his/her attitude to delivering a service.	✓					✓	✓
Demonstrate…continuing professional development through a personal development plan to build, maintain and learn new skills and knowledge.							✓
Demonstrate…working according to the CIH code of professional conduct.							✓
Know…how is housing delivered, regulated and financed through those organisations set up to achieve this.			✓				
Demonstrate…a belief in the objectives of delivering affordable, good quality homes to all in need.			✓				
Know…the social, legal, cultural, economic and political context in which housing services are delivered and monitored.				✓			
Know…the background to the provision and access to housing in the UK.				✓			

Annex 4 Mapping to CIH professional standards

This is an indication of how the unit content within the qualification may link to the CIH professional standards. More information on the CIH professional standards can be found on the CIH website: https://www.cih.org/professional-standards.

CIH professional standards	L5 Diploma in Housing Units						
	Ethical practice in housing	Leadership and management in housing	Strategic and business planning for housing organisations	Housing in context	Managing partner relationships in housing	Customer focused housing services and communication	Professionalism in housing
Integrity A housing professional has a clear understanding of their values and acts in accordance with them – they will do the right thing, for the right reasons, based on the best evidence and without partiality.	✓						✓
Inclusive A housing professional acts transparently and fairly; builds good relationships; and works collaboratively with partners, customers and communities to achieve better outcomes.	✓				✓	✓	
Ethical A housing professional acts fairly and makes choices and decisions by applying principles and values consistently. They understand the impact that poor decisions can have both on people's lives and the reputation of their organisation and they challenge unethical practice in a fair and considered way.	✓						✓

CIH professional standards	L5 Diploma in Housing Units						
	Ethical practice in housing	Leadership and management in housing	Strategic and business planning for housing organisations	Housing in context	Managing partner relationships in housing	Customer focused housing services and communication	Professionalism in housing
Knowledgeable A housing professional has relevant and up-to-date practical and specialist knowledge as required by their job role, understands the bigger picture and has a passion for continuous learning.				✓			✓
Skilled A housing professional equips themselves with the relevant skills to deliver effective services to tenants, customers, colleagues, and partners.		✓	✓		✓	✓	✓
Advocate A housing professional acts as an ambassador for the wider housing sector and an advocate for the housing profession.							✓
Leadership Housing professionals at all levels should demonstrate leadership, be forward thinking and create opportunities. They find solutions to improve outcomes for their organisation, tenants and communities and demonstrate their ability to adapt to the latest ideas, situations, and change.		✓					

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