



Chartered  
Institute of  
Housing  
Awarding  
organisation

# Qualification Specification

## CIH Level 2 Award in Letting and Managing Residential Property

### 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 (CCEA) 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, the assessment methods and quality assurance requirements associated with the qualification.

The qualification reference number is 610/3698/5.

The operational start date is 1 April 2024.

The CIH scheme code is 2PO3.

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 where documents can be found updated to Parnassus. Phone number updated in footer. Staffing guidance updated. Other documents of relevance updated.

## About the qualification

The qualification is a level 2 vocationally related qualification for the housing sector, regulated by Ofqual, Qualifications Wales.

The objective of this qualification is to provide an understanding of tenancy law, property management and customer care in the private rented sector, to support entry into and progression in roles such as assistant property manager, estate agent, housing administrator, housing assistant, lettings negotiator, landlord.

The qualification aims to

- encourage and actively promote good standards of privately rented accommodation
- assist landlords, letting agents, and tenants to undertake their responsibilities to each other
- to provide fundamental knowledge to individual residential landlords and letting/managing agents to help them fulfil their role

The qualification is suitable for learners

- aged 16+
- working or resident in the UK and Ireland
- who are individual landlords, or have experience in lettings
- who are in or wish to enter the housing sector

It may also be suitable for

- letting and managing agents
- people giving advice to tenants (e.g. tenant advisors, Citizen Advice Bureau workers)
- environmental health officers

## Entry requirements

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

- experience working in letting and/or managing residential property or an associated industry

And/or

- experience of studying at level 1 or 2

Further details of the level that the learner needs to be able to achieve are provided in the section on level 2 descriptors.

## Progression routes

The qualification could lead to employment or progression within the private rental or housing sector in roles such as, assistant property manager, estate agent, housing administrator, housing assistant, lettings negotiator, landlord.

The learner may wish to progress onto further learning on one of the below qualifications:

- CIH Level 2 Certificate in Housing Practice
- CIH Level 3 Certificate in Letting and Managing Residential Property.

## Level 2 descriptors

The level 2 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 knowledge and understanding of facts, procedures, and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.
Can interpret relevant information and ideas.	Identify, gather and use relevant information to inform actions.
Is aware of a range of information that is relevant to the area of study or work.	Identify how effective actions have been.

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 3 of the European Qualifications Framework (EQF). For more information about the EQF see

[ec.europa.eu/ploteus/search/site?f%5B0%5D=im\\_field\\_entity\\_type%3A97](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: Level 2 Housing / Property Management Assistant, England. See Annex 2 page 17.

## Qualification structure

Qualification title: CIH Level 2 Award in Letting and Managing Residential Property.

Learners must achieve three mandatory units to be awarded the qualification.

The recommended guided learning hours (GLH) for the qualification are 82. The total qualification time is expected to be 110 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.

The qualification contains the following three mandatory units.

Unit title	Level	GLH	Unit time	Page
<a href="#">Letting and property management legislation</a> J/651/0062	2	30	40	11
<a href="#">Tenancy management</a> L/651/0064	2	22	30	13
<a href="#">Customer care in lettings</a> M/651/0065	2	30	40	14



## Delivering the qualification

### Approval to deliver the qualification

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

### Registering learners and fees

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

### Equality 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

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 (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 2 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification within an agreed time period at level 2 or above, 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 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 internally quality assured by the centre, and externally quality assured by the CIH AO.

### 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 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:

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

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 (e.g. 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 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 and property management legislation

<b>Unit level:</b>	2
<b>Unit reference number:</b>	J/651/0062
<b>CIH AO reference number:</b>	2LMRP1
<b>Unit status:</b>	Mandatory
<b>TUT/ GLH:</b>	40/ 30

### Unit purpose/aim

This unit introduces learners to the local rental market to gain an initial understanding of the sector and goes on to provide an understanding of the law related to tenancies and maintenance.

Learning outcomes	Assessment criteria
1. Understand the local rental market.	1.1 Identify the key trends in the local rental market.
2. Understand the different types of tenancies available.	2.1 Identify the available <b>tenancy type(s)</b> in the private rented sector. 2.2 Outline the <b>rights and responsibilities</b> of landlords and tenants during a tenancy.
3. Understand the legislation relating to private tenancies.	3.1 Identify <b>key</b> legislation relating to private tenancies. 3.2 Outline the specific legislation in relation to houses in multiple occupancy. 3.3 Describe how <b>landlords and letting agents are regulated</b> .
4. Understand other legal requirements pertaining to the condition of properties that are let.	4.1 Describe a landlord's health and safety responsibilities. 4.2 Describe a landlord's repair and maintenance responsibilities. 4.3 Identify how to keep up to date with health and safety and repair and maintenance requirements.

Range
Within this unit <ul style="list-style-type: none"> <li>• tenancy/ tenancies includes contract/s for Wales</li> <li>• tenant/ tenants includes contract holder/s in Wales</li> </ul>
All law/ legislation covered must apply to the learner's nation of operation/study.
AC 2.1 <b>Tenancy type(s)</b> must cover all available in the learner's nation of operation/study.
AC 2.2 All <b>rights and responsibilities</b> must apply to the learner's nation of operation/study.

**Range**

AC 3.1 **Key** areas to cover include legal acts and provisions within them that relate to the private rented sector.

AC 3.3 **Landlord/ letting agent regulation** must cover the process for landlord and letting agent registration and/or licensing in the learner's nation of operation/study.



## Tenancy management

<b>Unit level:</b>	2
<b>Unit reference number:</b>	L/651/0064
<b>CIH AO reference number:</b>	2LMRP2
<b>Unit status:</b>	Mandatory
<b>TUT/ GLH:</b>	30/ 22

### Unit purpose/aim

The unit aims to provide learners with an understanding of private landlords' responsibilities at the commencement of a tenancy, during a tenancy and when a tenancy ends.

Learning outcomes	Assessment criteria
1. Understand how to begin a tenancy.	1.1 Identify the documents that must be provided when <b>creating and/or renewing</b> a contract. 1.2 Identify the routine actions that should be completed at the start of a tenancy.
2. Understand the financial aspects of letting a property.	2.1 Describe the process for setting and increasing rent. 2.2 Identify the process for managing deposits. 2.3 Identify the key steps in the process for collecting rent and managing arrears. 2.4 Summarise costs involved for the landlord in letting a property.
3. Understand how to end a tenancy.	3.1 Summarise the legal process that must be followed to end a tenancy. 3.2 Describe the routine actions that should be completed when a tenancy ends.

Range
Within this unit
<ul style="list-style-type: none"> <li>• tenancy/ tenancies includes contract/s for Wales</li> <li>• tenant/ tenants includes contract holder/s in Wales</li> </ul>
AC 1.1 In the learner's nation of operation/study if there are different steps that must be taken when <b>creating or renewing a contract</b> both creating and renewing must be covered.

## Customer care in lettings

<b>Unit level:</b>	2
<b>Unit reference number:</b>	M/651/0065
<b>CIH AO reference number:</b>	2LMRP3
<b>Unit status:</b>	Mandatory
<b>TUT/ GLH:</b>	40/ 30

### Unit purpose/aim

This unit aims to provide the learner with an understanding of best practice in customer care and maintenance services.

Learning outcomes	Assessment criteria
1. Understand the importance of codes of practice.	1.1 Identify codes of practice relevant to private landlords. 1.2 Describe organisational processes for handling complaints and disputes.
2. Understand the principles of good customer care.	2.1 Describe the principles of good customer care. 2.2 Describe how to protect customer confidentiality. 2.3 Explain the importance of equality diversity and inclusion when letting property.
3. Understand how to provide support to tenants.	3.1 List the possible needs of vulnerable households. 3.2 Describe what support can be offered to aid the needs of some vulnerable households. 3.3 Describe appropriate ways of responding to customers in difficult circumstances.
4. Understand best practice for property maintenance and safety.	4.1 Describe best practice for routine inspection and maintenance. 4.2 Outline emergency procedures that should be in place for the property.

Range
Within this unit tenant/ tenants includes contract holder/s in Wales.
AC 3.2 Learners must choose two examples from the list created in AC3.1.
AC 3.3 Learners must describe at least two examples.

## 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.

Unit title	Exemption
Customer care in lettings M/651/0065	Customer care in the private rented sector R/506/7611

## 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
Describe	Set out characteristics
Identify	Name or otherwise characterise
Outline	Set out main characteristics



## Annex 2

This is an indication of how the qualification may link to the level 2 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 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	Quality standards	Organisational policies
Letting and property management legislation	✓				✓	✓		
Tenancy management	✓	✓	✓			✓		✓
Customer care in lettings	✓			✓	✓	✓	✓	✓

Skills	Customer service	Respond to vulnerability	Communication	Administration	Information collection/ sharing	Teamwork	Time management	Tools and equipment	Decision making
Letting and property management legislation				✓	✓				
Tenancy management	✓			✓	✓			✓	
Customer care in lettings	✓	✓	✓						✓

Behaviours	Responsive	Trust and integrity	Adaptability	Dependability	Personal commitment	Customer care	Teamwork
Letting and property management legislation							
Tenancy management		✓					
Customer care in lettings		✓			✓	✓	

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