



Chartered  
Institute of  
Housing  
Awarding  
organisation

# Qualification specification

## CIH Level 2 Certificate in Housing Practice

### Introduction

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

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

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

The qualification reference number is 603/3583/X.  
The operational start date is 01 September 2018.  
The CIH scheme code is 2H04.

### 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
March 2024	0324	Information on student membership removed.
September 2024	0924	Information on quality assurance process updated. Template updated. Assessment guidance updated. Info on where documents can be found updated to Parnassus. Phone number updated in footer. Staffing guidance updated. Other documents of relevance updated.
November 2024	1124	Reference to CCEA updated to CCEA Regulation.

## About the qualification

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

The objective of this qualification is to provide learners with an introduction to housing and to working in housing.

The qualification aims to

- provide learners with a basic understanding of housing
- introduce some of the skills and knowledge necessary to participate in housing related activities whether paid or voluntary
- prepare learners for further study at level 3

The qualification is suitable for learners who are

- new to housing or workers in a front-line position who want to improve their general awareness of housing,
- not currently working in housing but considering a front-line housing position as a career option,
- tenants, residents and board members wishing to enhance their personal involvement and understanding of housing,
- working in housing who wish to attain an initial qualification in housing
- aged 14+ (if you are offering the qualification to pre-16's please contact [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org), to enable us to monitor take-up and delivery)

## 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.

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 learner may wish to progress onto further learning at level 3 – if the learner has housing experience or supervisory/management experience and has previously studied at level 2 or 3, they may be able to progress to the CIH Level 3 Certificate in Housing Practice.

## Level 2 descriptors

The level 2 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 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>

## Apprenticeship

The qualification is the technical / knowledge component of the SASE Level 2 Housing Apprenticeship – Wales/NI.

The units from the qualification have been sign-posted to the Apprenticeship Standard: Housing / Property Management Assistant, England. See Annex 1.

## Qualification structure

Qualification title: CIH Level 2 Certificate in Housing Practice

Learners must achieve a minimum of 14 credits in order to be awarded the qualification, from 4 mandatory units.

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 is expected to be 140 hours.

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

### Mandatory units

The qualification contains the following 4 mandatory units, 14 credits must be achieved from this group:

Unit title	Credits	Level	Page
<a href="#">Housing provision and housing organisations</a> Unit number M/617/2120	4	2	11
<a href="#">Customer service for housing</a> Unit number T/617/2121	3	2	12
<a href="#">Professional development in housing</a> Unit number A/617/2122	3	2	13
<a href="#">Assets, repairs and maintenance</a> Unit number F/617/2123	4	2	14



## Delivering the qualification

### Approval to deliver the qualification

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

### Registering learners and fees

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

For more information on terms of payment please refer to our invoicing policy.

### Equality and diversity

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

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

### Contextualisation of learning outcomes and assessment criteria

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

### Staff occupational competency requirements

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

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

## Sector Experience Requirements (all staff roles)

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

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

## Indicative Role-Specific Requirements

Role*	Indicative Responsibilities	Indicative Requirements
<b>Tutor</b>	<ul style="list-style-type: none"> <li>• Delivery of programme content</li> <li>• Interpretation of unit assessment criteria</li> <li>• Facilitating learning</li> <li>• Lesson planning</li> <li>• Learner support and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• A recognised L3 Teaching qualification, e.g., L3 Award in Education and Training (or equivalent PTLLS) <i>or</i></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 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 discussion or interview.

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, for example:

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

If the centre approves or rejects a special consideration (such as a small post assessment adjustment to the mark 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).

## Housing provision and housing organisations

<b>Unit level:</b>	<b>2</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>M/617/2120</b>
<b>CIH AO reference number:</b>	<b>HP201</b>
<b>Unit status:</b>	<b>Mandatory</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of how housing is provided. Learners will consider different types of landlord, the range of services they offer, how they finance housing and the relationship between landlord and tenant.

Learning outcomes	Assessment criteria
1. Understand housing provision and tenure in the context of trends in the housing market.	1.1 Outline key trends in the housing market. 1.2 Describe different types of housing tenures. 1.3 Explain the key features of the main tenures.
2. Know about the relationship between landlord and tenant.	2.1 Describe the different types of landlord in the rental sector. 2.2 Describe the range of services landlords and/or housing organisations provide. 2.3 Describe the rights and responsibilities of different types of landlord and their tenants.
3. Know about the partnerships and collaborative working housing organisations engage in to provide services.	3.1 Identify partners, contractors and volunteers that work with housing providers to deliver services. 3.2 Outline the kinds of services provided by these partners, contractors and volunteers. 3.3 Explain the roles and responsibilities of housing organisations and their partners, contractors and volunteers in providing these services.
4. Know how housing organisations are regulated and funded.	4.1 Identify the role of the regulator/s in housing. 4.2 Identify ways housing organisations finance their housing operations.

## Customer service for housing

<b>Unit level:</b>	<b>2</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>T/617/2121</b>
<b>CIH AO reference number:</b>	<b>HP202</b>
<b>Unit status:</b>	<b>Mandatory</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of customer service including equality and diversity and an awareness of the needs of different customers within the housing context.

Learning outcomes	Assessment criteria
1. Understand the principles of customer service.	1.1 Describe the principles of customer service. 1.2 Explain the importance of confidentiality in customer service. 1.3 Describe appropriate ways of responding to customers in difficult circumstances.
2. Know the diverse range and needs of housing customers.	2.1 List the different customers of a housing organisation. 2.2 Identify the different needs of these customers.
3. Understand the principles of equality and diversity.	3.1 Explain the principles of equality and diversity. 3.2 Outline the main provisions of equality and diversity policy and legislation.



## Professional development in housing

<b>Unit level:</b>	<b>2</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>A/617/2122</b>
<b>CIH AO reference number:</b>	<b>HP203</b>
<b>Unit status:</b>	<b>Mandatory</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of different roles within a housing context and the knowledge, skills and behaviours needed to fulfil them. The learner will also explore their personal professional development.

Learning outcomes	Assessment criteria
1. Know about paid and voluntary roles in the housing sector.	1.1 Identify paid and voluntary roles within the housing sector. 1.2 Describe different roles within the housing sector, both paid and voluntary.
2. Understand the knowledge, skills and behaviours required to work within the housing sector.	2.1 Explore the knowledge, skills and behaviours necessary for a particular role, in the housing sector. 2.2 Compare own knowledge, skills and behaviours to those required by a particular role. 2.3 Define ethics and professionalism in housing.
3. Be able to plan personal professional development.	3.1 Identify individual knowledge and skills needs. 3.2 Outline the qualifications, training and development opportunities that would be suitable to meet individual knowledge and skills needs.

## Assets, repairs and maintenance

<b>Unit level:</b>	<b>2</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>F/617/2123</b>
<b>CIH AO reference number:</b>	<b>HP204</b>
<b>Unit status:</b>	<b>Mandatory</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of main types of dwellings and how they are maintained and repaired.

Learning outcomes	Assessment criteria
1. Know the main types of dwellings across the housing stock.	1.1 Describe the main types of construction of housing stock and how it has changed over time. 1.2 Summarise the main structural features of a typical dwelling. 1.3 Identify the utilities provided to a typical dwelling.
2. Understand the concept of asset management for housing organisations.	2.1 Summarise the purpose of asset management in housing. 2.2 Identify types of activity included in asset management.
3. Understand the process for managing repairs and maintenance of housing stock.	3.1 Describe the process used to deliver a responsive repairs service. 3.2 Describe the process used to deliver planned programmes of work.

## 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
Housing provision and housing organisations M/617/2120	Housing provision and housing organisations D/602/1225
Customer service for housing T/617/2121	Customer care in the housing context H/602/1226
Professional development in housing A/617/2122	Careers and opportunities in housing K/602/1227
Assets, repairs and maintenance F/617/2123	Achievement of both; House construction D/503/2716 Housing maintenance systems M/503/2719

## Annex 1

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 or 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 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
Housing provision and housing organisations	✓				✓	✓		
Customer service for housing	✓	✓		✓			✓	✓
Professional development in housing								
Assets, repairs and maintenance			✓					

Skills	Customer service	Respond to vulnerability	Communication	Administration	Information collection / sharing	Team work	Time management	Tools and equipment	Decision making
Housing provision and housing organisations									
Customer service for housing	✓	✓	✓		✓				
Professional development in housing	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assets, repairs and maintenance									



Behaviours	Responsive	Trust and integrity	Adaptability	Dependability	Personal commitment	Customer care	Team work
Housing provision and housing organisations							
Customer service for housing							
Professional development in housing	✓	✓	✓	✓	✓	✓	✓
Assets, repairs and maintenance							

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