



**Chartered  
Institute of  
Housing**  
Awarding  
organisation

# Qualification specification

## CIH Level 4 Certificate in Housing Management and Service Delivery

### 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, its structure, assessment methods, and quality assurance requirements.

The qualification reference number is 610/5604/2.

The operational start date is 1 August 2025.

The CIH scheme code is 4HM01.

### Contact us

For any queries relating to the qualification specification email [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

## About the qualification

The qualification is a level 4 occupational qualification for the housing sector, regulated by Ofqual.

The aim of the qualification is for the learner to gain and demonstrate the knowledge, understanding, and skills required to manage a housing service effectively at a senior level.

The objective of this qualification is to provide experienced housing professionals with the opportunity to develop and demonstrate their knowledge, understanding, and skills in housing law, policy, regulation, professionalism, and delivering customer-focused housing services.

The qualification is suitable for learners operating in England who are in a senior management role in housing or housing service provision.

## Entry requirements

To register to the qualification, the learner must be working in a senior management role in England, in social housing or for a housing service provider.

The learner must also hold one of the following:

- A non-regulated housing qualification at a minimum of level 4  
Or
- Chartered Membership of CIH, or membership of another related professional body at a comparable level (e.g. RICS, CMI, TPI) for a minimum of two years.  
Or
- A regulated qualification or degree at a minimum of level 4 in a housing related subject, e.g:
  - Construction/ Development
  - Community/ Geography
  - Planning/ Surveying
  - Customer Service/ Business and admin/ Management/ Project management
  - Social welfare/ services/ care/ work
  - Law or policy.

Further details of the level that the learner needs to be able to achieve are provided in the section on level 4 descriptors.

## Progression routes

The qualification aims to provide the opportunity to demonstrate knowledge, understanding, and skills, and the ability to develop and progress within Senior management roles in housing management, such as:

- Housing services
- Resident involvement
- Supported housing
- Lettings
- Assets
- Maintenance
- Repairs
- Property management
- Service delivery.

The learner may wish to progress onto further learning, such as the CIH Level 5 Diploma in Housing or a CIH validated undergraduate degree in housing.

Learners who successfully complete this qualification will become eligible for 'certified practitioner' membership of CIH.

## Level 4 descriptors

The level 4 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 technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and nonroutine while normally fairly well-defined.
Can analyse, interpret and evaluate relevant information and ideas.	Review the effectiveness and appropriateness of methods, actions and results.
Is aware of the nature of approximate scope of the area of study or work.	
Has an informed awareness of different perspectives or approaches within the area of study or work.	

For a comparison of qualification levels across the UK see: [Qualifications can Cross Boundaries](#).

## **Apprenticeship**

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

## Qualification structure

Qualification title: CIH Level 4 Certificate in Housing Management and Service Delivery.

Learners must achieve a minimum of 21 credits from 4 mandatory units to be awarded the qualification.

The approximate guided learning hours (GLH) for the qualification are 53.

The approximate total qualification time is expected to be 210 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 Delivering a Housing Service unit must be assessed at the end of the course.

The qualification is awarded based on Pass /Fail.

Learners are only allowed to be registered to the qualification once, so they cannot be re-registered if they don't pass on their initial registration.

## Mandatory units

The qualification contains the following four mandatory units; 21 credits must be achieved from this group:

Unit title	Credits	Level	Page
<a href="#"><u>Policy, law and regulation in housing</u></a> Unit number T/651/5847	5	4	17
<a href="#"><u>Customer focus in housing</u></a> Unit number T/651/3055	6	4	19
<a href="#"><u>Professionalism in housing</u></a> Unit number Y/651/3056	6	4	21
<a href="#"><u>Delivering a housing service</u></a> Unit number Y/651/5848	4	4	23

## 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 some CIH qualifications or units 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 4 or above, or
- Enrolment and completion of a recognised Housing or Housing-related qualification at level 4 or above within an agreed time period, or
- Minimum 2 years of experience working in a Housing or Housing-related organisation at manager 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/ assessment 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 structure

The purpose of assessment is to provide a consistent and valid judgement that learners have met the standard required to achieve the qualification.

The qualification is assessed using the mastery model, which means that a learner must achieve all assessment criteria in all units to be awarded 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 and the unit.

There are three assessments covering four units.

The assessments are graded on a Pass/ Fail basis.

If the learner fails to achieve any assessment they will not be able to Pass the qualification.

Learners are only allowed to be registered to the qualification once, so they cannot be re-registered if they don't pass on their initial registration.

The professional discussion for the final unit cannot be booked until the case study and portfolio of evidence for the other three units have been submitted.

Unit title	Unit number	Assessment method	Assessment delivery information
Policy, law and regulation in housing	T/651/5847 AO ref: H436	Case scenario based report	Externally set by CIH AO  Internally assessed and quality assured by the centre  EQA'd by CIH AO
Customer focus in housing	T/651/3055 AO ref: H423	Portfolio of evidence	Internally assessed and quality assured by the centre  EQA'd by CIH AO
Professionalism in housing	Y/651/3056 AO ref: H424		
Delivering a housing service	Y/651/5848 AO ref: H437	Professional discussion	Externally set and assessed by CIH AO

## Portfolio of evidence

Two units are internally assessed by a portfolio of evidence:

- Customer focus in housing
- Professionalism in housing.

Centres must refer to the documents below before assessing learners for these units to ensure that acceptable forms of evidence have been used:

- Level 4 Certificate in Housing Management and Service Delivery Handbook
- Assessment brief.

In addition to evidence submitted in the portfolio, the learner will need to explain how the evidence demonstrates achievement of the assessment criteria.

The portfolio is internally assessed and quality assured by the centre, and Externally Quality Assured by CIH AO.

### Centre devised assessments

Where centres devise any assessment materials to support learners to provide evidence for the portfolio, they should meet the unique learning experience and local circumstances of their 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.

## Case scenario based report

The Policy, law and regulation in housing unit is assessed by a case scenario based report.

The case scenario is set by CIH AO, but internally assessed and quality assured by the centre, and externally quality assured by CIH AO.

Centres must refer to the documents below before accessing any assessment materials to ensure that they are managed according to our guidance:

- Level 4 Certificate in Housing Management and Service Delivery Handbook
- Malpractice and maladministration policy.

CIH AO will provide the centre with:

- Case scenario
- Assessment brief
- Mark scheme and assessment record
- Any other required supporting guidance.

Learners will be allowed one attempt at the assessment and one further attempt to resubmit to achieve any assessment criteria not met.

## Professional discussion

The Delivering a Housing Service unit is assessed by professional discussion and must be conducted last.

The learner must have submitted the case-scenario-based report and portfolio of evidence assessments before they can be booked onto the professional discussion.

The professional discussion is set and assessed by CIH AO.

The professional discussion will be completed online.

Centres can choose the date and time of the assessment based on the availability of CIH AO assessors.

The professional discussion will take approximately 60 to 90 minutes.

Centres must refer to the documents below before booking learners onto the Professional Discussion assessment:

- Level 4 Certificate in Housing Management and Service Delivery Handbook
- Malpractice and maladministration policy.

Learners will be allowed one attempt at the assessment, and one further attempt to resit to achieve any assessment criteria not met.

Results for the professional discussion will be released by CIH AO to the centre, provided that any administration required by the learner/ centre has been completed in line with the correct policies and processes.

Information on accessing results can be found in the Level 4 Certificate in Housing Management and Service Delivery Handbook.

## 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 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 policies and guidance documents or contact the QA Team at the following address: [quality.assurance@cih.org](mailto:quality.assurance@cih.org).

## 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.

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.

Centres must refer to the CIH AO special considerations and reasonable adjustments policy to ensure that they are being applied correctly for each assessment method.

## Appeals

Where a centre or learner is dissatisfied with the assessment decision made by CIH AO in the first instance, an enquiry can be submitted to [awarding.orgnaisation@cih.org](mailto:awarding.orgnaisation@cih.org) and we will aim to resolve any concerns straight away.

If we are unable to resolve the enquiry informally, a formal appeal can be submitted.

Appeals may only be made on the basis that CIH AO did not apply procedures consistently or that procedures were not followed properly and fairly.

Where an appeal is not upheld, there will be a charge to cover administration costs.

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).

Further details on how to submit a formal appeal and the appeals process can be found in the CIH AO appeals policy.

## Other documents of relevance

CIH AO have a number of policies and other guidance documents that the 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).

## Policy, law and regulation in housing

Unit level:	4
Unit credit value:	5
Unit reference number:	T/651/5847
CIH AO reference number:	H436
Unit status:	Mandatory
GLH/ TUT:	15/50

### Unit purpose/aim

This unit aims to provide learners with a comprehensive understanding of the national policy and law that relates to housing, including the historical development of housing policy, legislation, and regulation, and their practical application in the housing sector.

Learning outcomes	Assessment criteria
1. Understand the development and historical context of national housing policy.	1.1 Summarise the historical development of national housing policy. 1.2 Summarise the key drivers in the development of current housing policy. 1.3 Describe how policy can impact the strategic financial decisions made in a housing organisation in practice.
2. Understand the legal framework in housing.	2.1 Summarise the national legal framework for the housing sector. 2.2 Determine which route different housing cases would take through the legal framework. 2.3 Explain the legal remedies available to residents and landlords that can be used to enforce housing standards.
3. Understand key legislation relating to housing organisations and <b>residents</b> .	3.1 Explain key resident and landlord legislation. 3.2 Explain the legal and regulatory requirements for equality and diversity and safeguarding that housing organisations must adhere to.
4. Understand the role and purpose of the regulator and ombudsman in the housing sector.	4.1 Outline the role of governance and other approaches housing organisations take to ensure compliance with regulatory standards. 4.2 Describe how to manage housing complaints, disputes, and ombudsman investigations. 4.3 Describe how organisations can learn from regulatory judgements to improve practice.

### **Tutor and assessor guidance**

This unit is internally assessed by the centre using a case scenario which is externally set by CIH AO. It is IQA'd, in the centre, and EQA'd by CIH AO. Please refer to:

- Level 4 Certificate in Housing Management and Service Delivery Handbook
- Assessment brief.

The legislation, regulation and policy covered in this qualification are for England.

## Customer focus in housing

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** T/651/3055  
**CIH AO reference number:** H423  
**Unit status:** Mandatory  
**GLH/ TUT:** 15/60

### Unit purpose/aim

This unit aims to provide an understanding of the importance of good customer service and communication. It covers the fundamentals of customer service, how to capture and use customer data to improve services and how equality, diversity and inclusion practice supports good service delivery. Learners will understand the importance of developing and delivering services that meet the needs of a diverse range of housing customers.

Learning outcomes	Assessment criteria
1. Understand the principles of effective customer service in housing.	1.1 Describe the core principles that underpin excellent customer service. 1.2 Explain the benefits of effective two-way communication in a customer service context.
2. Understand how to improve the customer experience.	2.1 Evaluate how quantitative and qualitative data is gathered to understand the diverse range of customers' needs in housing. 2.2 Explain how customer insight can be used to measure organisational performance, identify areas for improvement, and meet housing customers' diverse needs.
3. Understand the importance of equality diversity and inclusion for housing organisations and their customers.	3.1 Explain the importance of inclusive customer communication methods in housing. 3.2 Discuss how the application of an equality diversity and inclusion policy can impact the quality of customer service in housing. 3.3 Explain how embedding equality diversity and inclusion in practice supports the business objectives of housing organisations.
4. Understand the role of housing in supporting customers experiencing vulnerability.	4.1 Outline how to support different customers experiencing vulnerability in housing. 4.2 Review how effectively an existing housing service meets the needs of customers experiencing vulnerability or who have additional needs.

### **Tutor and assessor guidance**

This unit is assessed by a portfolio of evidence by the centre, IQA'd by the centre, and EQA'd by CIH AO. Please access the following documents for further information:

- Level 4 Certificate in Housing Management and Service Delivery Handbook
- Assessment brief.

The legislation, regulation and policy covered in this qualification are for England.

## Professionalism in housing

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>Y/651/3056</b>
<b>CIH AO reference number:</b>	<b>H424</b>
<b>Unit status:</b>	<b>Mandatory</b>
<b>GLH/ TUT:</b>	<b>15/60</b>

### 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

This unit is assessed by a portfolio of evidence by the centre, IQA'd by the centre, and EQA'd by CIH AO. Please access the following documents for further information:

**Tutor and assessor guidance**

- Level 4 Certificate in Housing Management and Service Delivery Handbook
- Assessment brief.

The legislation, regulation and policy covered in this qualification are for England.

## Delivering a housing service

**Unit level:** 4  
**Unit credit value:** 4  
**Unit reference number:** Y/651/5848  
**CIH AO reference number:** H437  
**Unit status:** Mandatory  
**GLH/ TUT:** 8/40

### Unit purpose/aim

This unit aims to provide the learner with an opportunity to demonstrate an understanding of how to plan and deliver a housing service effectively in practice.

Learning outcomes	Assessment criteria
1. Be able to plan and implement a housing service, or project in a housing service.	1.1 Explain how the objectives of a service/ project align with organisational goals and vision. 1.2 Describe how any key procurement decisions for the service are made. 1.3 Evaluate how effective business/ project planning methods/ tools are in practice. 1.4 Explain budgeting and finance management practices used during planning and implementation. 1.5 Evaluate how performance metrics are set, and how monitoring and reporting are implemented. 1.6 Describe relevant laws, regulations, and codes of practice that apply to the service. 1.7 Describe measures to minimise the environmental impact/ improve sustainability in a housing service. 1.8 Describe how to manage team members to achieve goals. 1.9 Assess methods used to involve residents in the procurement, planning, and implementation process. 1.10 Evaluate the effectiveness of communications with stakeholders and/or residents. 1.11 Review how relationships with internal or external stakeholders are managed. 1.12 Review how effectively a housing service meets the diverse needs of residents. 1.13 Discuss challenges and lessons learnt during planning and implementation that can be used to improve going forward.

### Tutor and assessor guidance

The assessment of this unit will be by a professional discussion conducted and assessed by CIH AO, contextualised to the learner's own experience of delivering housing service/s or a project within a housing service.

Please refer to the Level 4 Certificate in Housing Management and Service Delivery Handbook for further information.

**Tutor and assessor guidance**

The legislation, regulation and policy covered in this qualification are for England.

## Exemptions

The following units/ achievements 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
Professionalism in housing Unit number 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 learning materials or assessment tasks for learners.

Command Verb	Descriptor
Analyse	Separate information into components and examine their characteristics in detail, identifying any benefits
Apply	Put into effect in a recognised way
Assess	Make an informed judgement using available information
Create	Produce an item or solution to a problem
Describe	Set out characteristics
Determine	Use research and information to establish a solution or result, or come to a decision
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Judge from available evidence
Explain	Set out purposes or reasons
Outline	Set out main characteristics
Review	Survey information considering its merit
Summarise	Present principal points without detail

## Annex 2

### Apprenticeship Standard: Senior Housing and Property Management, England

This is an indication of how the qualification may link to the Apprenticeship Standard: Senior Housing and Property Management, England.

The linkages shown are neither exhaustive, nor conclusive, as in some cases it will depend on what is taught as part of the course, and to what depth (e.g. the teaching of professional practice skills 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	Units			
	Policy, law and regulation in housing	Customer focus in housing	Professionalism in housing	Delivering a housing service
Legislation and regulation	✓			✓
Organisation background information and business planning		✓		✓
Assets				
Customers and stakeholders		✓		✓
Context	✓			
Range of services		✓		
Organisational policies		✓		✓

Skills	Units			
	Policy, law and regulation in housing	Customer focus in housing	Professionalism in housing	Delivering a housing service
Customer service		✓	✓	✓
Communication	Implicit in assessment			
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	Implicit in assessment			

Behaviours	Units			
	Policy, law and regulation in housing	Professionalism in housing	Customer focus in housing	Delivering a housing service
Responsive				✓
Trust and dependability		✓	✓	
Adaptability				✓
Self-motivation		✓		
Resilience				
Leadership		✓	✓	✓
Customer care		✓	✓	✓
Teamwork				✓
Personal development		✓		✓

## Annex 3 CIH Professional standards

Below is an indication of how the content of the units may link to the CIH professional standards. Information on the professional standards can be found on the CIH website.

CIH Professional Standards	Policy, law and regulation in housing	Customer focus in housing	Professionalism in housing	Delivering a housing service
<b>Integrity</b> 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.		✓	✓	
<b>Inclusive</b> A housing professional acts transparently and fairly; builds good relationships; and works collaboratively with partners, customers and communities to achieve better outcomes.		✓		✓
<b>Ethical</b> 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.			✓	
<b>Knowledgeable</b> 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.	✓	✓	✓	
<b>Skilled</b> A housing professional equips themselves with the relevant skills to deliver effective services to tenants, customers, colleagues, and partners.		✓	✓	✓
<b>Advocate</b> A housing professional acts as an ambassador for the wider housing sector and an advocate for the housing profession.		✓	✓	
<b>Leadership</b> 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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