



# Qualification specification

## CIH Level 3 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 603/1113/7.  
The operational start date is 12 February 2017  
The CIH scheme code is 3H14.

### 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.
July 2024	0724	Unused pathways removed.
September 2024	0924	Information on quality assurance process updated. Assessment guidance updated. Information on other relevant documents updated. Staffing guidance updated. Phone number updated in footer.
November 2024	1124	Reference to CCEA updated to CCEA Regulation.

## About the qualification

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

The objective of this qualification is to provide individuals with the technical knowledge and understanding across a broad range of frontline housing practices at an operational level. The qualification explores general and specialist areas of housing along with housing policy and law. All learners must study ethics and professional practice which supports the development of their own personal growth and engagement in learning and housing.

The qualification aims to:

- Provide the knowledge and skills required to operate effectively in a frontline capacity in the housing sector
- Prepare learners for further study at level 3 and progression to qualifications at level 4.

The qualification is suitable for learners who:

- are working in or aspire to a frontline capacity in a wide range of housing and housing related roles
- already have a level 2 qualification and/or experience of working 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 below:

- Experience of working in the housing sector or a related industry
- Completed the CIH Level 2 Certificate in Housing or achieved another qualification at level 2.

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

## Progression routes

The learner may wish to progress onto further learning at level 4, such as the CIH Level 4 Certificate in Housing.

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

## Level 3 descriptors

The level 3 descriptors indicate the level that a learner must be working at in order to achieve the qualification. They are not to be used as marking criteria, but may be used as an initial assessment tool to determine the level of learners.

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

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 4 of the European Qualifications Framework (EQF). For more information about the EQF see [https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im\\_field\\_entity\\_type%3A97](https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97)

## Apprenticeship

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

## Qualification structure

Qualification title: CIH Level 3 Certificate in Housing Practice

Learners must achieve a minimum of 26 credits from 8 units consisting of 2 mandatory units and a minimum of 6 optional units to be awarded the qualification. The combination of optional units that a centre puts together in a course must be approved by CIH AO before delivery can commence.

The recommended guided learning hours (GLH) for the qualification are 170.  
The total qualification time is expected to be 260 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.

There is a **Managing housing services pathway (314 MHS)** within the qualification, more information on the required unit combination for this can be found below.

### Mandatory units

The qualification contains the following 2 mandatory units, 8 credits must be achieved from this group:

Unit title	Credits	Level	Page
<a href="#">The housing system</a> Unit number D/615/2073	4	3	14
<a href="#">Professional practice skills for housing</a> Unit number J/615/0849	4	3	15

## Optional units

The qualification contains the following optional units, a minimum of 18 credits must be achieved from this group.

Barred combinations:

A learner may not take the below units in combination as the content in the units is too similar:

- Housing repairs and maintenance services (L/615/1999) and Repairs and maintenance in housing organisations (R/615/4077)
- Customer service in housing (A/615/1996) and Customer service standards for housing maintenance (L/615/4000).

Unit title	Credits	Level	Page
<a href="#">Accessible and adaptable housing</a> Unit number H/615/3998	3	3	16
<a href="#">Call handling for telecare services operators</a> Unit number F/615/5094	3	3	17
<a href="#">Community cohesion</a> Unit number R/615/5102	3	3	18
<a href="#">Community development</a> Unit number D/615/1991	3	3	19
<a href="#">Customer service in housing</a> Unit number A/615/1996 (barred against (L/615/4000))	3	3	20
<a href="#">Customer service standards in housing maintenance</a> Unit number L/615/4000 (barred against A/615/1996)	3	3	21
<a href="#">Dealing with anti-social behaviour in housing</a> Unit number F/615/1997	3	3	22
<a href="#">Delivery of housing services</a> Unit number J/615/1998	4	3	23
<a href="#">Equality and diversity for housing</a> Unit number A/615/4073	4	3	24
<a href="#">Handling telecare customer data safely and securely</a> Unit number Y/615/5103	3	3	25
<a href="#">Health and safety awareness for housing management and maintenance</a> Unit number F/615/4074	5	3	26
<a href="#">Homelessness amongst ex-offenders</a> Unit number R/615/0854	3	3	28
<a href="#">Homelessness services and prevention</a> Unit number H/615/0809	4	3	29
<a href="#">Housing construction and maintenance</a> Unit number J/615/4075	5	3	30
<a href="#">Housing policy</a> Unit number H/615/5105	3	3	31

<a href="#">Housing repairs and maintenance services</a> Unit number L/615/1999 (barred against R/615/4077)	3	3	32
<a href="#">Housing support services for young people</a> Unit number D/615/5104	3	3	33
<a href="#">Independent living for older people</a> Unit number K/615/5106	4	3	34
<a href="#">Introducing social welfare</a> Unit number M/615/5107	3	3	35
<a href="#">Involving housing service users</a> Unit number H/615/0812	3	3	36
<a href="#">Managing empty properties</a> Unit number L/615/4076	3	3	37
<a href="#">Managing leasehold housing services</a> Unit number M/615/2000	3	3	38
<a href="#">Occupancy, tenure and lettings</a> Unit number L/615/2005	3	3	39
<a href="#">Personalisation and delivering support for independent living</a> Unit number T/615/5108	3	3	40
<a href="#">Planning support for independent living</a> Unit number A/615/5109	3	3	41
<a href="#">Providing telecare services</a> Unit number T/615/5111	3	3	42
<a href="#">Regeneration</a> Unit number T/615/2015	3	3	43
<a href="#">Rental income management</a> Unit number D/615/2008	3	3	44
<a href="#">Repairs and maintenance in housing organisations</a> Unit number R/615/4077 (barred against L/615/1999)	3	3	45
<a href="#">Role of the support worker for independent living</a> Unit number F/615/0851	3	3	46
<a href="#">Safeguarding adults with care and support needs</a> Unit number D/615/5121	3	3	47
<a href="#">Sustainable communities</a> Unit number H/615/5122	3	3	48
<a href="#">The context of telecare services provision</a> Unit number L/615/5129	3	3	49
<a href="#">The framework for housing information and advice</a> Unit number F/615/5130	3	3	50
<a href="#">The impact of housing conditions on health</a> Unit number J/615/5131	3	3	51
<a href="#">The legal framework for housing</a> Unit number L/615/5132	3	3	52
<a href="#">The social context of housing</a> Unit number M/615/2076	3	3	53
<a href="#">Working with neighbourhoods</a> Unit number F/615/2003	3	3	54

## Managing housing services pathway (314 MHS)

In order to achieve the managing housing services pathway a learner must take the following five units and achieve a further eight credits from a minimum of three optional units from the optional units list above.

Unit title	Credits	Level	Page
<a href="#">The housing system</a> Unit number D/615/2073	4	3	14
<a href="#">Professional practice skills for housing</a> Unit number J/615/0849	4	3	15
<a href="#">Involving housing service users</a> Unit number H/615/0812	3	3	36
<a href="#">Occupancy, tenure and lettings</a> Unit number L/615/2005	3	3	39
<a href="#">Delivery of housing services</a> Unit number J/615/1998	4	3	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 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 3 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification at level 3 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:

- 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, 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).

## The housing system

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>D/615/2073</b>
<b>CIH AO reference number:</b>	<b>H3021</b>
<b>Unit status:</b>	<b>Mandatory</b>

### Unit purpose/aim

The unit aims to provide an understanding of housing markets and the factors that can influence them.

Learning outcomes	Assessment criteria
1. Know the different ways that individuals access the housing market.	1.1 Summarise ways in which individuals access the housing market. 1.2 Discuss the opportunities and barriers to individuals accessing the housing market.
2. Understand the role of the main providers of housing.	2.1 Identify the main providers of housing. 2.2 Describe the role of each group of housing providers in the housing market.
3. Understand the features of the housing market.	3.1 Describe the relationship between the supply of and demand for housing. 3.2 Identify factors that influence supply of and demand for housing.
4. Understand how government intervenes in the housing system.	4.1 Outline the ways in which national government intervenes in the housing system.

## Professional practice skills for housing

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

### Unit purpose/aim

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

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

## Accessible and adaptable housing

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>H/615/3998</b>
<b>CIH AO reference number:</b>	<b>H3023</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of the relationship between housing, promoting independence and physical access. It will examine changing approaches towards accessible and adaptable housing and enable learners to assess a range of housing options, services and assistive technology.

Learning outcomes	Assessment criteria
1. Understand the social and political context for accessible and adaptable housing.	1.1 Discuss changing social and political attitudes to the provision of accessible and adaptable housing. 1.2 Explain how the national policy context impacts on the delivery of accessible and adaptable housing. Explain the role of the independent living movement and equalities campaigning in the development of accessible and adaptable housing.
2. Understand the features of accessible and adaptable housing.	2.1 Summarise the features of accessible and adaptable housing. 2.2 Investigate how the new build development process can provide sustainable living options for people with different abilities. Explain how existing homes can be adapted to make them accessible for people with different abilities.
3. Understand the role of assistive technology in supporting independent living.	3.1 Examine the range of assistive technology available to enable people to live independently. 3.2 Explain how assistive technology can enable people to live independently.



## Call handling for telecare services operators

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>F/615/5094</b>
<b>CIH AO reference number:</b>	<b>H3030</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of call handling skills and procedures. This will include how to respond to the diverse needs of customers and procedures for responding in an emergency.

Learning outcomes	Assessment criteria
1. Know the skills needed to provide telecare services.	1.1 Describe the skills needed for call handling and responding to the needs of customers. 1.2 Explain how supportive relationships are developed and maintained with telecare customers.
2. Understand how to respond to the diverse needs of telecare customers.	2.2 Describe the range of support responses call handlers can give to customers. 2.3 Evaluate call handler responses to the communication needs of telecare customers. 2.4 Develop strategies for dealing with challenging customers.
3. Understand organisational procedures for responding to telecare customers in an emergency.	3.1 Explain procedures for the prioritisation of telecare calls. 3.2 Evaluate procedures for responding to emergencies. 3.3 Explain arrangements for emergency access to customer premises.

## Community cohesion

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>R/615/5102</b>
<b>CIH AO reference number:</b>	<b>H3031</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of community cohesion in relation to housing.

Learning outcomes	Assessment criteria
1. Understand what is meant by community cohesion.	1.1 Explain different interpretations of community cohesion. 1.2 Explain the scope of community cohesion 1.3 Explain the barriers to community cohesion. 1.4 Summarise the impact of key reports on developing understanding of community cohesion.
2. Understand the importance of community cohesion to housing organisations.	2.1 Discuss the importance of community cohesion for housing organisations and their staff. 2.2 Explain the significance of community cohesion for individuals and communities.
3. Understand the role of housing organisations in contributing to community cohesion.	3.1 Outline the role of housing organisations in contributing to community cohesion. 3.2 Evaluate local initiatives to promote community cohesion.

## Community development

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>D/615/1991</b>
<b>CIH AO reference number:</b>	<b>H3011</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of community development and identify skills and resources required to facilitate community development and the role of the housing profession in this.

Learning outcomes	Assessment criteria
1. Understand current issues relating to community development.	1.1 Explain key issues affecting community development at a local level. 1.2 Explain the role of national and local government policy in community development.
2. Understand different approaches to community development.	2.1 Explain two approaches to the study of community development, considering the role played by housing. 2.2 Evaluate examples of community development in practice.
3. Know the skills and resources required for effective community development.	3.1 Describe resources for effective community development. 3.2 Summarise the range of skills required for those working in community development.

## Customer service in housing

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>A/615/1996</b>
<b>CIH AO reference number:</b>	<b>H3012</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the role of effective customer service in a housing context, how to communicate effectively with the customer and how to respond appropriately to customer feedback.

Learning outcomes	Assessment criteria
1. Understand the role of customer service in housing.	1.1 Explain the principles of customer service in a housing context. 1.2 Evaluate the benefits of effective customer service for a housing organisation. 1.3 Identify the methods used to find out the needs and expectations of housing customers. 1.4 Explain how the needs and expectations of housing customers impact on service delivery and development.
2. Understand how to communicate effectively with the housing customer.	2.1 Describe commonly used methods of communication between a housing organisation and its customers. 2.2 Evaluate methods for eliminating or minimising barriers to communication with customers.
3. Understand the role of customer feedback in housing.	3.1 Evaluate methods for capturing and responding to positive and negative customer feedback. 3.2 Explain the benefits of customer feedback to housing organisations.

## Customer service standards in housing maintenance

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>L/615/4000</b>
<b>CIH AO reference number:</b>	<b>H3024</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the role of effective customer service standards in driving service improvements in housing repairs and maintenance.

Learning outcomes	Assessment criteria
1. Understand how key performance indicators are used to improve housing repairs and maintenance services.	1.1 Describe key performance indicators for housing repairs and maintenance services. 1.2 Explain how key performance indicators are used to drive improvements in housing repairs and maintenance services.
2. Understand how customer service standards for repairs and maintenance services are determined.	2.1 Discuss the features of effective customer service standards. 2.2 Examine the links between customer service standards, key performance indicators and customer satisfaction rates.
3. Understand how customer feedback can be used to improve performance in housing repairs and maintenance.	3.1 Summarise methods of collecting feedback from customers on performance against service standards. 3.2 Explain how feedback is used to drive service improvement in housing repairs and maintenance.

## Dealing with anti-social behaviour in housing

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>F/615/1997</b>
<b>CIH AO reference number:</b>	<b>H3013</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the ways in which landlords and their partners can deal with anti-social behaviour.

Learning outcomes	Assessment criteria
1. Understand what anti-social behaviour means in a housing context.	1.1 Define the term anti-social behaviour. 1.2 Summarise legislation relating to anti-social behaviour. 1.3 Examine the impact of anti-social behaviour on individuals or communities.
2. Understand the statutory and non statutory interventions available to tackle anti-social behaviour.	2.1 Outline the statutory interventions for tackling anti-social behaviour. 2.2 Summarise the non statutory interventions for tackling anti-social behaviour. 2.3 Explain the role of other agencies in tackling and preventing anti-social behaviour.
3. Understand approaches to tackling and preventing anti-social behaviour in housing.	3.1 Evaluate a housing organisations approach to preventing anti-social behaviour. 3.2 Evaluate a housing organisations approach to tackling anti-social behaviour.

## Delivery of housing services

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>J/615/1998</b>
<b>CIH AO reference number:</b>	<b>H3014</b>
<b>Unit status:</b>	<b>Optional (Mandatory for Managing housing services pathway)</b>

### Unit purpose/aim

The unit aims to provide learners with knowledge of organisations who provide housing and the services they deliver.

Learning outcomes	Assessment criteria
1. Know the main types of housing providers nationally and the services they deliver.	1.1 Describe the main types of housing provider. 1.2 Outline the range of services that are delivered by housing providers.
2. Know the agencies that work with housing providers to deliver services.	2.1 Identify the agencies which work with housing providers to deliver services. 2.2 Explain the role of other agencies in delivering services alongside housing providers.
3. Understand how housing providers are regulated.	3.1 Identify the key regulatory bodies and frameworks operating in housing. 3.2 Explain the role of regulation in housing.
4. Understand how housing providers can improve the services they deliver.	4.1 Identify ways in which housing providers monitor their performance in delivering services. 4.2 Explain how performance information and feedback is used to improve services.

## Equality and diversity for housing

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>A/615/4073</b>
<b>CIH AO reference number:</b>	<b>H3025</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of equality and diversity legislation and practice in a housing context.

Learning outcomes	Assessment criteria
1. Understand equality and diversity legislation and how it relates to housing.	1.1 Summarise equality and diversity legislation. 1.2 Describe how equality and diversity legislation applies to housing services provision.
2. Understand the relationship between the diversity of the workforce and service delivery.	2.1 Explain the benefits of having a diverse workforce in an organisation. 2.2 Assess how this impacts on service delivery.
3. Understand the approaches used by housing organisations to monitor and respond to the diverse needs of service users.	3.1 Describe how information on the diversity of housing service users is collated and monitored. 3.2 Analyse how this information is used to tailor services to meet the diverse needs of communities in which the organisation works.



## Handling telecare customer data safely and securely

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>Y/615/5103</b>
<b>CIH AO reference number:</b>	<b>H3032</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The aim of the unit is to provide learners with an understanding of the importance of data protection in the provision of services to customers. It also develops the knowledge of relevant legislation and organisational policies and procedures.

Learning outcomes	Assessment criteria
1. Understand key data protection legislation in relation to telecare customer data.	1.1 Describe the key provisions and principles of data protection legislation in relation to telecare customer data. 1.2 Describe the key provisions and principles of data protection legislation in relation to the use of CCTV.
2. Understand organisational policy and procedures in relation to data security.	2.1 Discuss measures taken by organisations to prevent unauthorised access to customer data. 2.2 Explain procedures for archiving and safe disposal of records/customer data. 2.3 Explain an organisation's system for ensuring subject access requests are recorded and responded to. 2.4 Explain organisational procedures and/or protocols for data sharing with partner agencies.
3. Understand the role of data protection in the provision of telecare services to customers.	3.1 Summarise potential risks to customer data safety and security. 3.2 Justify situations in which disclosure of personal data might be justified. 3.3 Explore how confidentiality, privacy and sensitive handling of personal information helps build and maintain relationships of trust with customers.

## Health and safety awareness for housing management and maintenance

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>5</b>
<b>Unit reference number:</b>	<b>F/615/4074</b>
<b>CIH AO reference number:</b>	<b>H3026</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of health and safety in both the workplace and within housing environments. Achievement of the unit does not provide full competence with health and safety requirements set out in learning outcome 2. In these areas additional training or qualifications may be required to meet legal and regulatory requirements.

Learning outcomes	Assessment criteria
1. Understand the requirements of health and safety acts and policies, for housing management and maintenance.	1.1 Summarise health and safety acts and policies relevant to housing management and maintenance. 1.2 State situations when Construction Design and Management Regulations apply. 1.3 Explain the impact of health and safety legislation on individuals. 1.4 Explain the consequences of non compliance with health and safety legislation.
2. Understand how housing organisations manage cyclical compliance with health and safety regulations.	2.1 Summarise the key health and safety regulatory requirements that housing organisations need to comply with: <ul style="list-style-type: none"> <li>• Gas and electric safety</li> <li>• Oil and LPG</li> <li>• Fire safety</li> <li>• Legionella and asbestos</li> <li>• Chemical and biological hazards</li> <li>• Lifts, stair lifts and hoists</li> <li>• Other</li> </ul> 2.2 Evaluate organisational process and procedure for managing cyclical health and safety regulatory requirements. 2.3 Describe own responsibilities in compliance with health and safety regulatory requirements.
3. Understand personal safety for housing and repairs and maintenance workers.	3.1 Explain lone working procedures for housing workers.

Learning outcomes	Assessment criteria
	3.2 Explain how to work safely in physically risky situations. 3.3 Summarise measures for ensuring contractors work safely.

## Homelessness amongst ex-offenders

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

### Unit purpose/aim

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

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

## Homelessness services and prevention

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>H/615/0809</b>
<b>CIH AO reference number:</b>	<b>H3006</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

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

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

## Housing construction and maintenance

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>5</b>
<b>Unit reference number:</b>	<b>J/615/4075</b>
<b>CIH AO reference number:</b>	<b>H3027</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding typical housing construction methods and common housing maintenance problems.

Learning outcomes	Assessment criteria
1. Understand the common forms of construction for housing stock.	1.1 Summarise the main structural features of a range of typical dwelling types. 1.2 Compare the common forms of construction for housing stock in a housing organisations portfolio. 1.3 Summarise industry standards including, schedule of rates for construction.
2. Understand the utility services provided to a typical dwelling.	2.1 Explain drainage systems above and below ground. 2.2 Summarise gas, electricity and water mains supplies and distribution. 2.3 Explain legal requirements to check and service gas and electricity installations. 2.4 Describe the main types of space and water heating systems. 2.5 Describe the benefits of greener homes to their occupiers.
3. Understand common housing defects and repairs.	3.1 Identify common housing/building or property defects and propose remedial action. 3.2 Perform an onsite survey and recommend remedial action. 3.3 Perform a post inspection and report on performance.

## Housing policy

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>H/615/5105</b>
<b>CIH AO reference number:</b>	<b>H3034</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to explore the developments in housing policy that have shaped the housing market and the provision of affordable housing.

Learning outcomes	Assessment criteria
1. Know the policy process in a housing context.	1.1 Identify the key drivers for the development of housing policy. 1.2 Identify the key participants in the policy making process.
2. Understand how housing policy has shaped housing development and provision in the past.	2.1 Identify the key policies that have shaped the development and provision of housing in the past. 2.2 Discuss the impact of past policies upon the development and provision of housing.
3. Understand how current housing policy may shape housing development and provision in the future.	3.1 Identify a current housing policy that may shape housing development and/or provision in the future. 3.2 Describe the potential impact of a current housing policy upon the development and/or provision of housing.

## Housing repairs and maintenance services

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>L/615/1999</b>
<b>CIH AO reference number:</b>	<b>H3015</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an introduction to systems developed to deliver short, medium and long term maintenance programmes. Learners will also learn about the client and contractor roles.

Learning outcomes	Assessment criteria
1. Understand the approaches to delivering a responsive repairs service.	1.1 Identify the types of work included in responsive repairs. 1.2 Explain the key stages in a responsive repairs service. 1.3 Evaluate approaches to delivering an economic, efficient and effective responsive repairs service.
2. Understand the approaches to delivering long term asset management programmes.	2.1 Summarise the types of work included in asset management. 2.2 Evaluate approaches to delivering economic, efficient and effective asset management programmes.
3. Understand the relationship between the client and contractor roles in the delivery of repairs and maintenance services.	3.1 Define the role of client and contractor in the delivery of repairs and maintenance services. 3.2 Summarise the factors that contribute to an effective client-contractor relationship.



## Housing support services for young people

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>D/615/5104</b>
<b>CIH AO reference number:</b>	<b>H3033</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with the knowledge required to provide housing support services to young people. It will examine the social, political and economic factors that influence young peoples' housing and support needs. It will consider housing options and services for young people and approaches to promoting independence and inclusion.

Learning outcomes	Assessment criteria
1. Understand housing options and related services for young people.	1.1 Describe the statutory framework for the provision of housing and related services to young people. 1.2 Describe a range of different housing options and related services for young people.
2. Know the social, political and economic factors influencing the housing and support needs of young people.	2.1 Examine a range of factors that influence the housing needs of young people. 2.2 Examine a range of factors that increase the risk of homelessness for young people.
3. Understand the range of services that promote greater independence and inclusion for young people.	3.1 Examine the services used for promoting independence and inclusion for young people. 3.2 Explain the role of partnership and multi-agency working in meeting the housing needs of young people.

## Independent living for older people

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>4</b>
<b>Unit reference number:</b>	<b>K/615/5106</b>
<b>CIH AO reference number:</b>	<b>H3035</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide learners with the knowledge to understand the housing options and needs of older people and how these can be met through housing and related support services.

Learning outcomes	Assessment criteria
1. Understand the housing options and related services for older people.	1.1 Summarise housing options for older people. 1.2 Describe housing related services for older people.
2. Understand the influence of demographic and social factors on housing and support needs and aspirations of older people.	2.1 Summarise the changing demographic profile in the country in which you operate. 2.2 Evaluate the influence that changing demography may have on the housing needs and aspirations of older people in the local area. 2.3 Explain the influence of changing social attitudes and expectations on the housing needs and aspirations of older people.
3. Understand the delivery of housing services for older people in the wider context of health and social care.	3.1 Evaluate the impact of the integration of health and social care, on housing policy. 3.2 Explain the contribution that housing can make to wider public policy objectives.
4. Understand the range of housing and support services that promote greater independence and social inclusion for older people.	4.1 Identify a range of housing and support services that promote independence and inclusion. 4.2 Explain the importance of partnership and multi-agency approaches for independent living and social inclusion of older people.

## Introducing social welfare

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>M/615/5107</b>
<b>CIH AO reference number:</b>	<b>H3036</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit will enable learners to develop their understanding of social welfare provision in the UK. It will identify key stakeholders in welfare provision and anticipate future trends in welfare provision.

Learning outcomes	Assessment criteria
1. Understand the development of the welfare state in the UK.	1.1 Summarise the development of the welfare state in the UK. 1.2 Identify the key features of current welfare policy.
2. Understand the factors that impact on welfare policy.	2.1 Examine the economic and demographic factors that impact on welfare policy. 2.2 Examine the social and political factors that impact on welfare policy.
3. Understand the impact of welfare policy on housing practice.	3.1 Examine the impacts of welfare policy on housing. 3.2 Describe a housing organisations response to the impact of an aspect of welfare policy.

## Involving housing service users

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>H/615/0812</b>
<b>CIH AO reference number:</b>	<b>H3007</b>
<b>Unit status:</b>	<b>Optional (Mandatory for the Managing housing services pathway)</b>

### Unit purpose/aim

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

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

## Managing empty properties

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>L/615/4076</b>
<b>CIH AO reference number:</b>	<b>H3028</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the context for managing empty properties and how organisations manage empty properties.

Learning outcomes	Assessment criteria
1. Understand the context for managing empty properties.	1.1 Explain the importance for organisations of managing empty properties, and the significance for individuals and communities. 1.2 Describe the causes and effects of high and low demand in the context of managing empty properties. 1.3 Explore wider strategic initiatives for tackling empty properties considering the role that housing organisations play.
2. Understand how housing organisations manage empty properties.	2.1 Evaluate end-to-end organisational processes for the management of empty properties, including efficiency, value and interface with other functions. 2.2 Explain the effect of quality, standards and customer focus considerations on processes for the management of empty properties. 2.3 Examine approaches to increasing demand for hard to let properties. 2.4 Explain circumstances in which organisations may choose to dispose of the property.

## Managing leasehold housing services

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>M/615/2000</b>
<b>CIH AO reference number:</b>	<b>H3016</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit provides the learner with knowledge of approaches to leasehold management in a range of different contexts. It identifies the legal and regulatory framework for leasehold management and examines the context in which leasehold management takes place.

Learning outcomes	Assessment criteria
1. Know the legal and regulatory framework for leasehold housing management.	1.1 Explain key legislation for leasehold housing management. 1.2 Summarise the regulatory framework for leasehold housing management.
2. Understand the features of the leasehold housing sector.	2.1 Identify the range of leasehold housing provided across the housing sector. 2.2 Describe the key features of the lease, including the rights and responsibilities of leaseholders and landlords, in each case. 2.3 Describe good practice for leasehold housing management.
3. Know how to consult on, and calculate leasehold housing service charges.	3.1 Explain the process of statutory consultation on service charges. 3.2 Examine the calculation of a service charge for major works.

## Occupancy, tenure and lettings

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>L/615/2005</b>
<b>CIH AO reference number:</b>	<b>H3018</b>
<b>Unit status:</b>	<b>Optional (Mandatory for the Managing housing services pathway)</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the different legal terms on which people may occupy their homes. In particular, it will explore the different tenancy types available, and how homes are allocated and let by landlords.

Learning outcomes	Assessment criteria
1. Understand types of occupancy and tenure.	1.1 Explain different legal definitions of occupancy. 1.2 Compare the key features of different types of tenure.
2. Understand different types of tenancy.	2.1 Summarise current tenancy types. 2.2 Compare the terms of different types of tenancy, including the legal rights and responsibilities of landlord and occupant.
3. Understand different approaches to allocation and lettings.	3.1 Outline any legal and regulatory requirements for allocating and letting properties across the housing sector. 3.2 Explain different ways in which properties may be allocated and let.

## Personalisation and delivering support for independent living

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>T/615/5108</b>
<b>CIH AO reference number:</b>	<b>H3037</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit provides the learner with knowledge of the context in which support services operate. It also examines the role service users may play in service design and monitoring for independent living.

Learning outcomes	Assessment criteria
1. Understand the wider context in which support services operate in delivering independent living.	1.1 Identify key policies influencing the provision of support services. 1.2 Explain different models for the delivery of support.
2. Understand the role of service user involvement in the design and monitoring of services.	2.1 Evaluate ways in which service users are, or may be, involved in service design and delivery.
3. Understand the funding framework for support services.	3.1 Explain how support services for independent living are funded nationally. 3.2 Explain how support services for independent living are funded locally.
4. Understand how quality standards and continuous improvement are delivered in support services.	4.1 Explain the role of local public bodies in supporting improved services. 4.2 Explore the role of service users in shaping and improving services.



## Planning support for independent living

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>A/615/5109</b>
<b>CIH AO reference number:</b>	<b>H3038</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit provides the learner with knowledge of support planning and partnership working for independent living.

Learning outcomes	Assessment criteria
1. Understand the role of assessment and support planning in identifying goals and achieving positive outcomes for independent living.	1.1 Explain organisational procedures for assessment and support planning. 1.2 Explain how personalisation and outcome-focused approaches shape the development, implementation and review of support plans. 1.3 Identify good practice in support planning.
2. Understand the role of partnership working in support planning and achieving positive outcomes for independent living.	2.1 Explain the roles and responsibilities of individuals and organisations involved in supporting individuals. 2.2 Evaluate methods for developing effective working relationships with colleagues in other organisations. 2.3 Review the effectiveness of partnership working arrangements.

## Providing telecare services

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>T/615/5111</b>
<b>CIH AO reference number:</b>	<b>H3039</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with knowledge of the operational and performance requirements of telecare services centres.

Learning outcomes	Assessment criteria
1. Understand the key operational requirements for a telecare services centre.	1.1 Describe the key operational requirements for a telecare centre. 1.2 Explain the process for providing a telecare service to individuals.
2. Understand the function of the telecare equipment monitored by telecare services centres.	2.1 Describe the telecare equipment which may be monitored by telecare services centres. 2.2 Explain the function of telecare equipment in supporting individuals.
3. Understand performance measures for telecare services.	3.1 Summarise codes of practice and standards for telecare services. 3.2 Explain measures used to monitor performance and improve standards.

## Regeneration

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>T/615/2015</b>
<b>CIH AO reference number:</b>	<b>H3020</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the policy, strategic economic, social and spatial context for housing regeneration and approaches to regeneration.

Learning outcomes	Assessment criteria
1. Understand the policy and strategic framework governing regeneration.	1.1 Summarise the policy and strategic framework governing regeneration. 1.2 Explain how housing organisations contribute to the regeneration policy and strategic framework.
2. Know the wider social, economic and spatial processes in the regeneration of areas and communities.	2.1 Summarise key factors influencing regeneration of areas and communities with particular reference to social, economic and spatial processes.
3. Understand the key organisations, agencies and groups, and their roles in the regeneration process.	3.1 Summarise the role of key organisations, agencies and groups in the regeneration process. 3.2 Evaluate the role of housing organisations in the regeneration process.

## Rental income management

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>D/615/2008</b>
<b>CIH AO reference number:</b>	<b>H3019</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the importance of a rent arrears strategy and the management of supportive services. It will also examine the legal framework for arrears management.

Learning outcomes	Assessment criteria
1. Understand the importance of rental income management.	1.1 Explain the importance of rental income management for landlords. 1.2 Examine ways in which landlords support their customers to maximise household income.
2. Understand good practice in effective income management.	2.1 Explain the approaches landlords use to ensure customers establish and maintain regular payment of rent. 2.2 Examine how landlords measure and improve organisational rental income performance.
3. Understand the legal framework for arrears management.	3.1 Summarise the legal framework relating to rent arrears. 3.2 Explain the court procedures relating to rent arrears.

## Repairs and maintenance in housing organisations

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>R/615/4077</b>
<b>CIH AO reference number:</b>	<b>H3029</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of approaches to repairs and maintenance in a housing organisation and the legal rights and obligations of both tenants and housing organisations.

Learning outcomes	Assessment criteria
1. Understand the legal obligations relating to repairs and maintenance.	1.1 Summarise the rights and obligations of landlords in relation to repairs. 1.2 Summarise the rights and obligations of tenants and leaseholders in relation to repairs.
2. Understand how housing organisations manage and deliver long term and cyclical maintenance.	2.1 Explain how organisations manage and deliver planned maintenance. 2.2 Explain how organisations manage and deliver cyclical maintenance.
3. Understand the methods landlords use to manage their responsive repairs and maintenance service.	3.1 Summarise the different approaches to managing responsive repairs. 3.2 Evaluate methods landlords use to monitor and improve their responsive repairs and maintenance services.

## Role of the support worker for independent living

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>F/615/0851</b>
<b>CIH AO reference number:</b>	<b>H3009</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

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

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

## Safeguarding adults with care and support needs

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>D/615/5121</b>
<b>CIH AO reference number:</b>	<b>H3040</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit provides the learner with knowledge of legislation and approaches to safeguarding adults with care and support needs in a housing context.

Learning outcomes	Assessment criteria
1. Know the legal and regulatory framework for safeguarding adults with care and support needs.	1.1 Describe the legislative framework for safeguarding adults with care and support needs. 1.2 Explain the expectations of organisations in contact with adults with care and support needs.
2. Understand the impact of the legal and regulatory framework for safeguarding adults with care and support needs on professional practice.	2.1. Identify good practice in the housing sector for safeguarding adults with care and support needs. 2.2. Explain what professionals need to know to respond appropriately when safeguarding adults with care and support needs. 2.3 Demonstrate an understanding of your own internal organisational procedures in relation to safeguarding adults with care and support needs.
3. Understand the role of partnership working in safeguarding adults with care and support needs.	3.1 Explain the local framework for safeguarding adults with care and support needs. 3.2 Explore the effectiveness of partnership working in safeguarding adults with care and support needs.

## Sustainable communities

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>H/615/5122</b>
<b>CIH AO reference number:</b>	<b>H3041</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of sustainable communities.

Learning outcomes	Assessment criteria
1. Understand what a sustainable community is.	1.1 Compare and contrast definitions of community. 1.2 Describe the key components of a community. 1.3 Explain the key components of a sustainable community.
2. Understand the political, social and economic context of sustainable communities.	2.1 Summarise the political and strategic framework for sustainable communities. 2.2 Summarise the social and economic context of sustainable communities.
3. Understand how sustainable communities can be developed.	3.1 Evaluate initiatives aimed at creating sustainable communities. 3.2 Explain the role of partnership working in creating sustainable communities.



## The context of telecare services provision

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>L/615/5129</b>
<b>CIH AO reference number:</b>	<b>H3042</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the context in which telecare services are delivered.

Learning outcomes	Assessment criteria
1. Understand the factors influencing the development of telecare services.	1.1 Summarise the range of services provided by telecare services. 2.1 Explain the factors influencing the development of telecare services.
2. Understand the business context in which telecare services operate.	2.1 Explain how telecare services are funded. 2.2 Describe the contractual relationships with customers. 2.3 Evaluate methods for raising awareness of services and business development.
3. Understand the role of partnership working in the provision of telecare services.	3.1 Explain the role of partnership working for telecare services. 3.2 Identify key partners in providing telecare services. 3.3 Describe good practice in partnership working and justify your choices.

## The framework for housing information and advice

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>F/615/5130</b>
<b>CIH AO reference number:</b>	<b>H3043</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the statutory framework for providing housing information and advice and the principles of responsible advice giving.

Learning outcomes	Assessment criteria
1. Understand the context for providing housing information and advice.	1.1 Explain the statutory framework for providing housing information and advice. 1.2 Discuss the purpose of providing housing information and advice. 1.3 Describe the responsibilities of housing providers and other agencies to provide housing information and advice.
2. Understand the range of housing information and advice provided by housing organisations.	2.1 Describe the range of housing related topic areas covered under housing information and advice. 2.2 Examine one area of housing advice provided.
3. Understand the principles and ethics of providing housing advice.	3.1 Explain the professional boundaries around giving housing information and advice.

## The impact of housing conditions on health

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>J/615/5131</b>
<b>CIH AO reference number:</b>	<b>H3044</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the links between housing conditions and health and how these links can be used to reduce health inequalities.

Learning outcomes	Assessment criteria
1. Understand the links between housing conditions and health.	1.1 Summarise ways that housing conditions impact on health. 1.2 Describe the impact of housing conditions on the health of specific groups.
2. Understand national policy initiatives aimed at improving housing conditions in order to reduce health inequalities.	2.1 Compare and contrast past and present policy initiatives aimed at improving housing conditions in order to reduce health inequalities.
3. Understand local strategies and measures implemented to improve housing in order to reduce health inequalities.	3.1 Identify housing and health strategies and measures implemented to improve housing in order to reduce health inequalities. 3.2 Evaluate joined up measures and the role of different agencies involved.

## The legal framework for housing

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>L/615/5132</b>
<b>CIH AO reference number:</b>	<b>H3045</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of relevant aspects of the civil and criminal justice process and to consider how criminal, contract law and tort impacts on housing.

Learning outcomes	Assessment criteria
1. Understand the legal framework for the country in which you operate.	1.1 Summarise the judicial system. 1.2 Explain how the law is made and put into force.
2. Understand the application of the law to housing practice.	2.1 Identify the aspects of housing practice where legislation applies. 2.2 Summarise the application of the law to an area of housing practice. 2.3 Examine the implications of a case law decision for housing practice. 2.4 Describe the court proceedings that housing professionals might be involved in.
3. Understand how landlords and tenants can enforce their legal rights.	3.1 Summarise the processes used by tenants to enforce their legal rights. 3.2 Summarise the processes used by landlords to enforce their legal rights.

## The social context of housing

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>M/615/2076</b>
<b>CIH AO reference number:</b>	<b>H3022</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of the social context within which housing is developed and provided. The unit explores demographic trends and issues related to social change and inequalities.

Learning outcomes	Assessment criteria
1. Know the key demographic trends in the UK and the implications for housing provision.	1.1 Investigate the key demographic trends of the population of the UK, including: population size, age structure, ethnicity, household size and housing tenure. 1.2 Explain the implications of these trends for affordable housing providers.
2. Understand the trends in households, neighbourhoods and communities that are relevant to housing organisations.	2.1 Describe current trends in household structure and household formation. 2.2 Distinguish between neighbourhood and community.
3. Understand how the diverse backgrounds of customers impact on the housing service.	3.1 Identify the main social groupings in an identified geographical area. 3.2 Compare the main social groupings in terms of access to housing, tenure, and quality of housing. 3.3 Identify the implications of these trends for social housing providers.

## Working with neighbourhoods

<b>Unit level:</b>	<b>3</b>
<b>Unit credit value:</b>	<b>3</b>
<b>Unit reference number:</b>	<b>F/615/2003</b>
<b>CIH AO reference number:</b>	<b>H3017</b>
<b>Unit status:</b>	<b>Optional</b>

### Unit purpose/aim

The unit aims to provide the learner with an understanding of the concept of delivering housing services in the context of the wider neighbourhood.

Learning outcomes	Assessment criteria
1. Understand the role of housing providers working with neighbourhoods.	1.1 Compare and contrast the terms neighbourhood and community. 1.2 Discuss the role of housing providers in shaping neighbourhoods.
2. Understand the local and national factors which impact on neighbourhoods.	2.1 Examine the local and national factors that impact on the success or decline of neighbourhoods. 2.2 Summarise the roles of key agencies and community groups that support neighbourhoods.
3. Understand approaches to supporting and improving neighbourhoods.	3.1 Examine sources of information and how these help to understand a specific neighbourhood. 3.2 Outline the key features of a plan to improve a neighbourhood. 3.3 Explain ways of evaluating a neighbourhood plan.

## 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
Accessible and adaptable housing H/615/3998	Accessible and adaptable housing H/602/3865
Call handling for telecare services operators F/615/5094	Call handling for telecare services operators F/602/3873
Community development D/615/1991	Community development Y/602/4592
Customer service in housing A/615/1996	Customer service in a housing context J/504/5704
Customer service standards in housing maintenance	Customer service standards in housing maintenance D/503/8208
Dealing with anti-social behaviour in housing F/615/1997	Dealing with anti-social behaviour in housing M/602/3867
Delivery of housing services J/615/1998	Delivery of affordable housing services R/602/3201
Equality and diversity for housing A/615/4073	Equality and diversity for housing R/602/3196
Handling telecare customer data safely and securely Y/615/5103	Handling telecare customer data safely and securely D/602/3900
Health and safety awareness for housing management and maintenance F/615/4074	Health and safety for housing management and maintenance H/503/8209
Homelessness amongst ex-offenders R/615/0854	Homelessness amongst ex-offenders: its effects and prevention H/506/1490
Homelessness services and prevention H/615/0809	Homelessness services and prevention D/602/3025
Housing construction and maintenance J/615/4075	House construction Y/503/8210
Housing policy H/615/5105	Housing policy and affordable housing M/602/4291
Housing repairs and maintenance services L/615/1999	Housing maintenance systems D/503/8211
Housing support services for young people D/615/5104	Housing and young people K/602/4614
Independent living for older people K/615/5106	Independent living for older people T/602/4616
Introducing social welfare M/615/5107	Introducing social welfare A/602/3919
Involving housing service users H/615/0812	Involving housing service users H/602/3025
Managing empty properties L/615/4076	Managing empty properties Y/602/4382
Managing leasehold housing services M/615/2000	Managing leasehold housing services Y/602/4057
Occupancy, tenure and lettings L/615/2005	Occupancy, tenure and lettings M/602/4095

Unit title	Exemption
Personalisation and delivering support for independent living T/615/5108	Personalisation and delivering support for independent living A/602/4102
Planning support for independent living A/615/5109	Planning support for independent living Y/602/4110
Professional practice skills for housing J/615/0849	Professional practice skills for housing Y/505/5928
Providing telecare services T/615/5111	Providing telecare services D/602/4321
Regeneration T/615/2015	Regeneration and renewal Y/602/3913
Rental income management D/615/2008	Prevention and management of rent arrears T/602/3899
Repairs and maintenance in housing organisations R/615/4077	Repairs and maintenance in housing organisations A/602/4326
Role of the support worker for independent living F/615/0851	Role of the support worker for independent living M/602/3027
Safeguarding adults with care and support needs D/615/5121	None
Sustainable communities H/615/5122	Sustainable communities Y/602/4334
The context of telecare services provision L/615/5129	The context of telecare services provision T/602/4339
The framework for housing information and advice F/615/5130	The framework for housing advice F/602/3890
The housing system D/615/2073	None
The impact of housing conditions on health J/615/5131	The impact of housing conditions on health D/602/4349
The legal framework for housing L/615/5132	The legal framework for housing F/602/4358
The social context of housing M/615/2076	The social context of housing in the UK J/602/4328
Working with neighbourhoods F/615/2003	Managing neighbourhoods Y/602/4088



## Annex 1

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

The linkages shown are neither exhaustive, nor conclusive, as in some cases it will depend on what is taught as part of the course, and to what depth (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	Organisational policies
The housing system D/615/2073					✓		
Professional practice skills for housing J/615/0849							✓
Accessible and adaptable housing H/615/3998			✓	✓	✓	✓	
Call handling for telecare services operators F/615/5094		✓		✓		✓	✓
Community cohesion R/615/5102				✓			
Community development D/615/1991					✓	✓	
Customer service in housing A/615/1996				✓		✓	✓
Customer service standards in housing maintenance L/615/4000		✓		✓		✓	
Dealing with anti-social behaviour in housing F/615/1997	✓			✓			✓
Delivery of housing services J/615/1998	✓	✓			✓	✓	✓
Equality and diversity for housing A/615/4073	✓			✓		✓	✓
Handling telecare customer data safely and securely Y/615/5103	✓			✓		✓	✓
Health and safety awareness for housing management and maintenance F/615/4074	✓						✓

Knowledge	Legislation and regulation	Organisation background information	Assets	Customers	Context	Range of services	Organisational policies
Homelessness amongst ex-offenders R/615/0854	✓					✓	
Homelessness services and prevention H/615/0809	✓			✓		✓	✓
Housing construction and maintenance J/615/4075	✓		✓			✓	
Housing policy H/615/5105					✓		
Housing repairs and maintenance services L/615/1999		✓	✓			✓	
Housing support services for young people D/615/5104	✓			✓		✓	
Independent living for older people K/615/5106				✓		✓	
Introducing social welfare M/615/5107					✓		
Involving housing service users H/615/0812	✓			✓			✓
Managing empty properties L/615/4076		✓	✓			✓	✓
Managing leasehold housing services M/615/2000	✓					✓	✓
Occupancy, tenure and lettings L/615/2005	✓					✓	✓
Personalisation and delivering support for independent living T/615/5108				✓	✓	✓	
Planning support for independent living A/615/5109				✓		✓	✓
Providing telecare services T/615/5111		✓				✓	✓
Regeneration T/615/2015					✓	✓	
Rental income management D/615/2008	✓	✓				✓	✓
Repairs and maintenance in housing organisations R/615/4077			✓			✓	✓
Role of the support worker for independent living F/615/0851				✓		✓	✓
Safeguarding adults with care and support needs D/615/5121	✓			✓			✓
Sustainable communities H/615/5122					✓		
The context of telecare services provision L/615/5129		✓			✓	✓	
The framework for housing information and advice F/615/5130	✓					✓	✓
The impact of housing conditions on health J/615/5131					✓		
The legal framework for housing L/615/5132	✓						✓
The social context of housing M/615/2076				✓	✓		
Working with neighbourhoods F/615/2003		✓			✓		

Skills	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Self management	Problem solving	Decision making	Tools and equipment
<b>The housing system D/615/2073</b>										
Professional practice skills for housing J/615/0849	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Accessible and adaptable housing H/615/3998</b>										
Call handling for telecare services operators F/615/5094	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Community cohesion R/615/5102</b>										
Community development D/615/1991	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Customer service in housing A/615/1996	✓	✓			✓					
Customer service standards in housing maintenance L/615/4000	✓				✓					
Dealing with anti-social behaviour in housing F/615/1997			✓							
Delivery of housing services J/615/1998			✓		✓					
Equality and diversity for housing A/615/4073	✓				✓					
Handling telecare customer data safely and securely Y/615/5103	✓				✓					✓
<b>Health and safety awareness for housing management and maintenance F/615/4074</b>										
Homelessness amongst ex-offenders R/615/0854			✓	✓		✓				
Homelessness services and prevention H/615/0809			✓	✓		✓				
Housing construction and maintenance J/615/4075								✓	✓	
<b>Housing policy H/615/5105</b>										
Housing repairs and maintenance services L/615/1999			✓			✓				
Housing support services for young people D/615/5104			✓	✓		✓				

Skills	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Self management	Problem solving	Decision making	Tools and equipment
Independent living for older people K/615/5106			✓	✓		✓				
Introducing social welfare M/615/5107										
Involving housing service users H/615/0812	✓									
Managing empty properties L/615/4076	✓				✓					
Managing leasehold housing services M/615/2000					✓					
Working with neighbourhoods F/615/2003			✓		✓	✓		✓		
Occupancy, tenure and lettings L/615/2005										
Personalisation and delivering support for independent living T/615/5108	✓					✓				
Planning support for independent living A/615/5109	✓	✓	✓	✓	✓	✓				
Providing telecare services T/615/5111										✓
Regeneration T/615/2015					✓					
Rental income management D/615/2008	✓				✓					
Repairs and maintenance in housing organisations R/615/4077					✓					
Safeguarding adults with care and support needs D/615/5121				✓	✓					
Sustainable communities H/615/5122			✓							
The context of telecare services provision L/615/5129	✓	✓	✓	✓		✓				
The framework for housing information and advice F/615/5130										
The impact of housing conditions on health J/615/5131										
The legal framework for housing L/615/5132										
Role of the support worker for independent living F/615/0851	✓	✓	✓	✓	✓					
The social context of housing M/615/2076					✓					

Behaviours	Responsive	Trust and integrity	Adaptability	Independence	Dependability	Personal commitment	Resilience	Role model	Customer care	Team work
<b>The housing system D/615/2073</b>										
Professional practice skills for housing J/615/0849	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Accessible and adaptable housing H/615/3998</b>										
Call handling for telecare services operators F/615/5094	✓	✓							✓	
<b>Community cohesion R/615/5102</b>										✓
<b>Community development D/615/1991</b>										
<b>Customer service in housing A/615/1996</b>										✓
<b>Customer service standards in housing maintenance L/615/4000</b>										✓
<b>Dealing with anti-social behaviour in housing F/615/1997</b>										
<b>Delivery of housing services J/615/1998</b>										
Equality and diversity for housing A/615/4073										✓
Handling telecare customer data safely and securely Y/615/5103		✓								✓
<b>Health and safety awareness for housing management and maintenance F/615/4074</b>										
<b>Homelessness amongst ex-offenders R/615/0854</b>										✓
<b>Homelessness services and prevention H/615/0809</b>										
<b>Housing construction and maintenance J/615/4075</b>										
<b>Housing policy H/615/5105</b>										
<b>Housing repairs and maintenance services L/615/1999</b>										
<b>Housing support services for young people D/615/5104</b>										

Behaviours	Responsive	Trust and integrity	Adaptability	Independence	Dependability	Personal commitment	Resilience	Role model	Customer care	Team work
Independent living for older people K/615/5106										
Introducing social welfare M/615/5107										
Involving housing service users H/615/0812										
Managing empty properties L/615/4076										
Managing leasehold housing services M/615/2000										
Working with neighbourhoods F/615/2003										
Occupancy, tenure and lettings L/615/2005										
Personalisation and delivering support for independent living T/615/5108										
Planning support for independent living A/615/5109		✓								
Providing telecare services T/615/5111										
Regeneration T/615/2015										
Rental income management D/615/2008										
Repairs and maintenance in housing organisations R/615/4077										
Safeguarding adults with care and support needs D/615/5121		✓								
Sustainable communities H/615/5122										
The context of telecare services provision L/615/5129										
The framework for housing information and advice F/615/5130										
The impact of housing conditions on health J/615/5131										
The legal framework for housing L/615/5132										

Behaviours	Responsive	Trust and integrity	Adaptability	Independence	Dependability	Personal commitment	Resilience	Role model	Customer care	Team work
Role of the support worker for independent living F/615/0851		✓								
The social context of housing M/615/2076										



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