



Chartered
Institute of
Housing
Awarding
organisation

Qualification specification

CIH Level 3 Award 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 (CCEA) and Qualifications Wales (QW). We are dedicated to providing the highest quality, relevant and up-to-date qualifications for aspiring professionals in the sector.

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

The qualification reference number is 603/0843/6.
The operational start date is 01 January 2017.
The CIH scheme code is 3H13.

Contact us

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

Date	Version	Summary of Changes
March 2024	0324	Information on student membership removed.
September 2024	0924	New template used. Information on quality assurance process updated. Assessment guidance updated. Info on other relevant documents updated. Staffing guidance updated. Phone number updated in footer.

About the qualification

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

The objective of this qualification is to provide individuals with an introduction to the housing practice profession at an operational level. The qualification explores general areas of housing. 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

- develop the housing knowledge of people working in a front line capacity
- provide the foundations of housing knowledge at level 3, exploring professional practice occupancy tenure and lettings, housing markets and supply and demand.
- prepare learners for further study at level 3 and progression to qualifications at level 4

The qualification is suitable for learners who are

- minimum age of 16
- working in a frontline capacity in a wide range of housing and housing related roles
- who already have a level 2 qualification and/or experience of working in housing

Entry requirements

CIH AO do not set entry requirements. CIH AO recommend that in order to pursue achievement of the qualification, the learner will

- have the potential and opportunity to gain the qualification
- be working in housing or a housing related industry
- have completed the CIH Level 2 Certificate in Housing Practice or a comparable/equivalent qualification

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 CIH level 3 award in housing practice may be all that the employer and employee need to assure themselves that the learner has achieved the knowledge and skills to support the learners' job role. However, the learner may wish to progress onto further learning such as:

- By using the credit gained in the CIH Level 3 Award in Housing Practice, to widen their knowledge of housing by completing the CIH Level 3 Certificate in Housing Practice.
- At level 4 – if the learner has extensive housing experience or supervisory / management experience and has previously studied at level 3 or 4, they may be able to progress to the CIH Level 4 Certificate in Housing.

On completion the learner could be eligible for Certified Practitioner level 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...)
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.	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.
Can interpret and evaluate relevant information and ideas.	Use appropriate investigation to inform actions.
Is aware of the nature of the area of study or work.	Review how effective methods and actions have been.
Is aware of different perspectives or approaches within the area of study or work.	

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://europass.europa.eu/en>

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 Award in Housing Practice

Learners must achieve a minimum of 11 credits in order to be awarded the qualification, from 3 mandatory units.

The recommended guided learning hours for the qualification are 73. CIH AO expects that centres may deliver the qualification in more or less time according to the plan they have approved by CIH AO prior to the start of the course. The units may be delivered in any order. The total qualification time will be 110 hours.

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

Mandatory units

The qualification contains the following 3 mandatory units, 11 credits must be achieved from this group:

Unit title	Credits	Level	Page
Occupancy, tenure and lettings Unit number L/615/2005	3	3	11
Professional practice skills for housing Unit number J/615/0849	4	3	12
The housing system Unit number D/615/2073	4	3	13

Delivering the qualification

Approval to deliver the qualification

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

Registering learners and fees

Prior to the delivery of the qualification, you must register each learner with CIH AO. A fee is payable for each learner.

The list of fees is available on our website at the following link:

www.cih.org/education/qualifications/deliver-our-qualifications. For more information on terms of payment please refer to our invoicing policy.

Equality and diversity

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

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

Contextualisation of learning outcomes and assessment criteria

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

Staff occupational competency requirements

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

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

Sector Experience Requirements (all staff roles)

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

- A recognised Housing, or Housing-related qualification at level 3 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification 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
Tutor	<ul style="list-style-type: none"> • Delivery of programme content • Interpretation of unit assessment criteria • Facilitating learning • Lesson planning • Learner support and feedback 	<ul style="list-style-type: none"> • A recognised L3 Teaching qualification, e.g., L3 Award in Education and Training (or equivalent PTLLS) or • 12 months' teaching experience
Assessor	<ul style="list-style-type: none"> • Design and development of assessment materials • Evaluating learner achievement against learning outcomes and assessment criteria • Learner support and feedback 	<ul style="list-style-type: none"> • A recognised L3 Assessor qualification (part of the Training, Assessment and Quality Assurance qualifications framework), e.g. L3 Award in Assessing Vocationally Related Achievement (or equivalent A1 Award / D32/D33 Units)
IQA	<ul style="list-style-type: none"> • Management and oversight of IQA strategy • Sampling assessor judgements to ensure accuracy and consistency • Observation of teaching • Monitoring assessment practices • Assessor support and feedback • Coordinating / overseeing standardisation activity • Sharing best practice 	<ul style="list-style-type: none"> • A recognised L4 IQA qualification, e.g., L4 Award in the Internal Quality Assurance of Assessment Processes and Practice (or equivalent V1 Internal Verifier Award / D34)

*It is understood that, in many cases, centre staff will undertake more than one role, e.g., Tutor and Assessor. Note that an IQA must not be involved in the delivery or assessment of any qualification / unit they review.

Further details on current teaching and assessing qualifications available can be found at:

England, Wales & Northern Ireland: www.register.ofqual.gov.uk

Scotland: www.sqa.org.uk/sqa/64775.html

Trainee staff

Trainee Tutors, Assessors and IQAs must complete a relevant qualification within one year of commencing in the role. Any trainee staff should be subject to increased internal sampling and supervision until the role requirements are fully satisfied.

Continued Professional Development

All centre staff must keep an ongoing accurate record of any CPD activities in the Housing or Housing-related sector, as well as any activity relating to assessment and IQA. Records of CPD activities may be requested at any time.

Assessment

Centres must refer to the CIH AO centre handbook prior to developing their courses and associated assessments.

The purpose of assessment is to provide a consistent and valid judgement that learners have met the standard required to achieve the qualification. The assessment criteria contained in each unit indicate the evidence learners will need to produce in order to demonstrate that they have achieved the learning outcomes.

All assessment for the qualification is devised by the centre, marked by the centre and then must be internally quality assured (by the centre) and externally quality assured by CIH AO.

Centre devised assessments

CIH AO's approach to the assessment of qualifications is to enable centres to devise the assessments. This is to allow for appropriate assessment that reflects the unique learning experience and local circumstances of specific groups of learners.

Centres are expected to create assessment strategies that directly meet the needs of their learner groups and consider the requirements of local employers.

Assessment principles

In devising and delivering assessments the following principles must be followed.

Validity

An assessment is valid if it is clear and unambiguous 'does what it says on the tin', if it is fit for purpose, and the assessment outcomes meet their intended uses.

Reliability

An assessment is reliable if its results are not influenced by chance, and the assessment process generates outcomes which would be replicated were the assessment repeated.

Comparability

The assessment outcomes are comparable in standards between assessments within a qualification, between similar qualifications, with other awarding organisations, and over time.

Manageability

The assessment is easily managed, and the management process is one which places reasonable demands on centres and learners. Reasonableness will be based on the scale of the assessment process balanced by the usefulness of the outcomes.

Minimise bias

An assessment does not produce unreasonably adverse outcomes for learners who share a common attribute (and) is related to fairness to all learners and statutory equality duties.

Assessment methods

CIH AO encourage the use of a range of assessment methods to be included in your assessment strategy and associated assessment briefs, providing that they meet the assessment principles outlined above, and are appropriate to the assessment criteria. Suitable assessment methods could include:

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

Guidance on the use of assessment methods can be found in the centre handbook. If you have additional or innovative assessment methods that you would like to employ, please contact us for further advice.

Special considerations and reasonable adjustments

CIH AO requires centres to be compliant with the CIH AO special considerations and reasonable adjustments policy. A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the reliability and validity of the assessment outcomes. The centre is required to implement the adjustments to assessment and to notify CIH AO of this.

A special consideration may be given to a learner following a scheduled assessment, for example:

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

If the centre approves or rejects a special consideration (such as a small post assessment adjustment to the mark of the learner or an adjustment to the assessment submission date) it must retain evidence of its decision for scrutiny by the CIH AO.

External quality assurance

As an Awarding Organisation, CIH must ensure that all programme delivery, assessment, and Internal Quality Assurance (IQA) practices undertaken by approved Centres is subject to external scrutiny to verify that reliable, consistent and compliant practices are in place.

All approved CIH centres are subject to a range of External Quality Assurance (EQA) processes and procedures, including an annual quality assurance audit, ongoing assessment sampling, and regular review of the conditions of Centre Approval.

CIH's EQA strategy is designed to be responsive to centre-risk characteristics, and to variations in centre delivery models and qualification size and level.

Specific details about how EQA processes are applied to each centre will be communicated by the CIH Quality Assurance Team.

For further information, please consult the CIH Centre Handbook or contact the QA Team at the following address: quality.assurance@cih.org

Other documents of relevance

CIH AO have a number of policies, and other guidance documents that your centre must be familiar with alongside this qualification specification to support the design, delivery, assessment, and quality assurance of CIH AO qualifications.

These documents can be found in our centre administration system Parnassus.

If you require a login or support to access Parnassus contact awarding.organisation@cih.org.

Centres seeking approval by CIH AO can gain access to these documents on request where needed to support with the approval process, by contacting awarding.organisation@cih.org.

Occupancy, tenure and lettings

Unit level:	3
Unit credit value:	3
Unit reference number:	L/615/2005
CIH AO reference number:	H3018
Unit status:	Mandatory

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.

Professional practice skills for housing

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

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.

The housing system

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

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.

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
Occupancy, tenure and lettings L/615/2005	Occupancy, tenure and lettings M/602/4095
Professional practice skills for housing J/615/0849	Professional practice skills for housing Y/505/5928
The housing system D/615/2073	None

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
Occupancy, tenure and lettings	✓					✓	✓
Professional practice skills for housing							✓
The housing system					✓		

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
Occupancy, tenure and lettings										
Professional practice skills for housing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The housing system										

Behaviours	Responsive	Trust and integrity	Adaptability	Independence	Dependability	Personal commitment	Resilience	Role model	Customer care	Team work
Occupancy, tenure and lettings										

Behaviours	Responsive	Trust and integrity	Adaptability	Independence	Dependability	Personal commitment	Resilience	Role model	Customer care	Team work
Professional practice skills for housing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The housing system										

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