



**Chartered  
Institute of  
Housing**  
Awarding  
organisation

# Qualification specification

## CIH Level 4 Certificate in Managing Housing Maintenance

### Introduction

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

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

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

The qualification reference number is 610/5163/9.  
The operational start date is 31 January 2025.  
The CIH scheme code is 4A10.

### 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
May 2025	0525	Professionalism unit tutor guidance AC 2.1 updated to state that any housing related professional standards can be used.
August 2025	2508	AC 2.1 updated to state that CIH professional standards must be used, previous tutor guidance removed.  Unit exemption table updated – CIHCM added.

## About the qualification

The qualification is a level 4 occupational qualification for the housing sector regulated by Ofqual and Qualifications Wales.

The qualification aims to provide learners with the knowledge understanding and skills required to deliver effective housing maintenance and repairs services at a management and senior management level.

The objective of this qualification is to provide the knowledge and skills required to manage housing repairs and maintenance services at a management or senior management level. The content includes professionalism, customer-focused services, and the law, regulation, and policy in housing repairs and maintenance. Practical knowledge in procurement, administration, management, reporting, and service improvement is also included.

The qualification is suitable for learners who

- are in, or aspiring to a supervisory, management, or senior management role in housing maintenance, repairs, compliance, asset management or another similar role
- already have a level 3 qualification and/or experience of working in housing or a related sector, preferably at a supervisory/management level

## Entry requirements

CIH AO do not set entry requirements. CIH AO suggest it may be beneficial for the learner to have one or some of the following:

- Experience of working in housing or a housing-related industry, preferably at a supervisory or management level
- Achieved a level 3 qualification previously
- Completed a management qualification
- Completed a housing qualification or a qualification from a related sector.

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

## Progression routes

The qualification aims to support entry and progression within roles such as:

- Asset Manager

- Maintenance Manager
- Repairs Manager
- Property Manager
- Service Delivery Manager.

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

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

## Level 4 descriptors

The level 4 descriptors indicate the level that a learner must be working at to achieve the qualification. They are not to be used as marking criteria but may be used as an initial assessment tool to determine the level of learners.

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

For a comparison of qualification levels across the UK see <https://scqf.org.uk/wp-content/uploads/2024/08/qualifications-can-cross-boundaries-aug-23.pdf>.

## Apprenticeship

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

## Qualification structure

Qualification title: CIH Level 4 Certificate in Managing Housing Maintenance.

Learners must achieve a minimum of 36 credits from six units, consisting of three mandatory units, and three 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 approximately 150. The total qualification time is expected to be approximately 360 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 Pass / Fail.

## Mandatory units

The qualification contains the following three mandatory units, 18 credits must be achieved from this group:

Unit title	Credits	Level	GLH	Page
<a href="#"><u>Law, policy and regulation for repairs and maintenance</u></a> Unit number J/651/4393	6	4	30	12
<a href="#"><u>Customer focus in housing</u></a> Unit number T/651/3055	6	4	15	14
<a href="#"><u>Professionalism in housing</u></a> Unit number Y/651/3056	6	4	15	16

## Optional units

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

Unit title	Credits	Level	GLH	Page
<a href="#"><u>Data and performance management for planned maintenance</u></a> Unit number H/505/3597	6	4	30	18
<a href="#"><u>Financial Management for Repairs and Maintenance</u></a> Unit number K/651/4394	6	4	30	20
<a href="#"><u>Health and safety for repairs and maintenance</u></a> Unit number F/504/4180	6	4	30	21



Unit title	Credits	Level	GLH	Page
<a href="#"><u>Managing people, teams and change</u></a> Unit number M/651/3062	6	4	15	23
<a href="#"><u>Performance management for responsive repairs</u></a> Unit number Y/504/4184	6	4	30	24
<a href="#"><u>Procurement and contract administration for planned maintenance programmes</u></a> Unit number L/651/4395	6	4	30	26
<a href="#"><u>Procurement and contract administration for responsive repairs</u></a> Unit number M/651/4396	6	4	30	28
<a href="#"><u>Sustainable repairs and maintenance</u></a> Unit number R/651/4397	6	4	30	30
<a href="#"><u>The delivery of housing services</u></a> Unit number Y/503/1175	6	4	30	32

## 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 4 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification at level 4 or above, within an agreed time period, or;
- Minimum two years experience of working in a Housing or Housing-related organisation at Manager level or above, or;
- Professional-level membership of a recognised Housing professional body.

## Indicative Role-Specific Requirements

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

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

Guidance on the use of assessment methods can be found in the policies and guidance documents. 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 the 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 variations in centre delivery models and qualification size and level.

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

For further information, please consult the CIH policies and guidance documents or contact the QA Team at the following address: [quality.assurance@cih.org](mailto:quality.assurance@cih.org).

## 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 the approval process, by contacting [awarding.organisation@cih.org](mailto:awarding.organisation@cih.org).

## Law, policy and regulation for repairs and maintenance

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** J/651/4393  
**CIH AO reference number:** RM01  
**Unit status:** Mandatory  
**GLH/ TUT:** 30/60

### Unit purpose/aim

The unit aims to provide learners with an understanding of policy, the legal system, and regulation in relation to repairs and maintenance for landlords and tenants.

Learning outcomes	Assessment criteria
1. Understand the link between law and policy in repairs and maintenance.	1.1 Examine how national government policy has informed legislation on repairs and maintenance over time. 1.2 Explain how and why organisational policy is linked to current national policy for repairs and maintenance.
2. Understand the legislative framework and regulators for own country of operation.	2.1 Summarise the legislative framework and the role of the regulator/s. 2.2 Summarise the role of courts and tribunals. 2.3 Outline the differences between criminal and civil law.
3. Understand key legislation and regulation relating to repairs and maintenance and the safety of buildings.	3.1 Summarise <b>key legislation</b> that relates to the responsibilities of repairs, maintenance, and the safety of buildings. 3.2 Summarise additional regulations and compliance that relate to repairs and maintenance, and the safety of buildings for tenants.
4. Understand the remedies that are available to resolve repairs and maintenance related issues.	4.1 Explain the legal remedies relevant to repairs and maintenance. 4.2 Evaluate approaches to managing <b>complaints, disputes, and ombudsman investigations</b> related to repairs and maintenance. 4.3 Outline how arbitration and adjudication can be used as remedies for repairs and maintenance issues.

### Tutor/ Assessor guidance

The policy, legislation, regulation, and compliance studied and assessed in this unit must relate to the learner's nation of operation/ study.



Tutor/ Assessor guidance
Within this unit tenant/s includes the contract holder/s in Wales.
LO 3 Must also include disrepair, building safety, and fire safety as relevant to learners' nation of operation.
AC 3.1 <b>Key legislation</b> should cover, landlords, tenants, and leaseholders as relevant to learners' nation of operation.
AC 4.2 The evaluation should consider how organisations learn from <b>complaints, disputes, and ombudsman investigations</b> to improve practice and services.

## Customer focus in housing

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

### Unit purpose/aim

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

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

**Tutor/ Assessor guidance**

Within this unit, customers can also refer to tenants/ residents or contract holders in Wales.

Any legislation or regulation must be applicable to the learners' nation of study/ operation.

Housing organisations includes any organisation that delivers housing or housing services and can be contextualised to the learner.

AC 1.1 **Core principles** could include, but are not limited to:

- Communication
- Empathy
- Putting the customer first
- Listening
- Transparency
- Honesty
- Professionalism
- Consistency.

AC 1.2 **Benefits** could include but are not limited to:

- Helping to understand customer needs
- Building trust
- Pre-empting issues or managing conflict
- Managing expectations
- Informed decision-making
- Recognising diversity
- Supporting inclusion
- Improving satisfaction.

AC 2.1 **Quantitative and qualitative data** includes but is not limited to e.g. (systems data, surveys, complaints and feedback, tenant engagement and involvement).

AC 2.2 **Customer insight** gained from the findings of the data described above.

**Organisational performance** including against business objectives and any legal or regulatory standards or requirements.

## Professionalism in housing

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

### Unit purpose/aim

This unit aims to provide the opportunity to reflect on what professionalism means in a housing context, the learner will analyse their own professional practice against professional standards. It also examines the importance of exercising professional judgement, using a reflective practice model and continuing professional development, along with an opportunity to create a professional development plan.

Learning outcomes	Assessment criteria
1. Understand what professionalism means in a housing context.	1.1 Explain what 'professionalism' means in a housing context with reference to the CIH Code of Conduct and Code of Ethics. 1.2 Explain why a culture of professionalism is important within a <b>housing organisation</b> .
2. Understand professional practice and professional standards.	2.1 Analyse own professional practice against <b>CIH professional standards</b> .
3. Understand the importance of professional judgment and reflective practice in a housing context.	3.1 Explain why it is important to apply professional judgement and professional boundaries in a housing context. 3.2 Explain how to use reflective practice in learning through experience. 3.3 Describe a <b>workplace situation</b> that has challenged own professional judgement. 3.4 Apply a reflective practice model to the situation described in assessment criteria 3.3.
4. Be able to manage own professional development.	4.1 Explain the importance of Continuing Professional Development (CPD) for housing professionals. 4.2 Create a professional development plan to support current role, and future goals and challenges.

Tutor/ Assessor guidance
AC 1.2 A <b>housing organisation</b> includes any organisation that delivers housing or housing services and can be contextualised to the learner.



**Tutor/ Assessor guidance**

AC 2.1 Details of the **CIH professional standards**, and an assessment tool are available for free on the CIH website to support this activity: <https://www.cih.org/professional-standards>.

AC 3.3 and 3.4 Examples of **workplace situations** for various roles could be as follows\*:

- Identifying a compliance issue that could potentially lead to regulatory penalties
- Handling a situation where a tenant's complaint was not resolved satisfactorily, leading to a formal escalation
- Deciding whether to implement cost-cutting measures that may impact the quality of customer/ tenant services
- Identifying discrepancies in financial records that could suggest potential misappropriation of funds
- An employee reports a grievance against a manager who is critical to the operations of the organisation or is a personal friend outside of work
- A housing officer requests access to tenant data on an IT system that they do not normally have access to, they say it is necessary for urgent work that must be completed.

\* Where the learner is unable to provide any personal example, they can create or use a case study for this AC that is contextualised to their role.

## Data and Performance Management for Planned Maintenance

Unit level:	4
Unit credit value:	6
Unit reference number:	H/505/3597
CIH AO reference number:	MPM402
Unit status:	Optional
GLH:	30/60

### Unit purpose/aim

The unit aims to provide learners with an understanding of data and performance management processes in the context of planned and cyclical work. There is a focus on the setting of standards, performance monitoring and analysis, continuous improvement and value for money.

Learning outcomes	Assessment criteria
1. Understand data and performance management in a planned maintenance context and the impact of poor performance.	1.1 Evaluate the importance of linking data and performance management information to corporate objectives, the asset management strategy and other key policies. 1.2 Summarise how data is used to inform planned maintenance programmes of work. 1.3 Evaluate the impact of poor performance in financial terms and on client and customer satisfaction.
2. Understand how to set performance measures for planned maintenance contracts.	2.1 Summarise areas of statutory compliance and how these are measured. 2.2 Assess methods of setting performance measures taking into account national and local indicators. 2.3 Explain the importance of including tenants in the development of performance measures.
3. Understand how data and other information relevant to planned maintenance is collected and analysed to improve performance.	3.1 Assess and evaluate <b>sources of relevant data</b> for planned and cyclical works. 3.2 Evaluate methods of collecting and verifying data and performance management information. 3.3 Summarise key <b>analytical skills</b> that are relevant to data and performance management and data interpretation.
4. Understand how to use data and performance management information to drive continuous improvement and value	4.1 Analyse performance information and recommend actions that will result in improved outputs. 4.2 Define value for money.

Learning outcomes	Assessment criteria
for money in planned maintenance works.	4.3 Analyse sources of data and their uses in order to improve outcomes.

Tutor/ Assessor guidance
The legislation regulation standards and compliance covered in this unit must relate to the learner's nation of operation/ study.
Within this unit tenants include contract holders in Wales.
AC 3.1 <b>Sources of relevant data</b> could include e.g. stock condition, Housing Health and Safety Rating System (HHSRS), asbestos, fire risk assessment data, damp and mould etc.
AC 3.3 <b>Analytical skills</b> e.g. trend analysis, benchmarking, correlation etc.

## Financial Management for Repairs and Maintenance

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>K/651/4394</b>
<b>CIH AO reference number:</b>	<b>RM02</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>30/60</b>

### Unit purpose/aim

The unit aims to provide learners with an understanding of budget setting, monitoring, controlling, re-evaluating and reporting on financial aspects of repairs and maintenance contracts and budgets. It covers processes involved in each stage of financial accounting and management.

Learning outcomes	Assessment criteria
1. Understand financial reporting systems and processes for repairs and maintenance in a housing organisation.	1.1 Explain how organisations use devolved budgets and cost centres in the context of repairs and maintenance. 1.2 Analyse processes for the management of budgets and finances for repairs and maintenance. 1.3 Evaluate the use of financial information contained in management reports.
2. Understand different approaches to budget setting in a repairs and maintenance context.	2.1 Evaluate the use of stock condition surveys, and asset management databases in budget setting. 2.2 Explain the process of component analysis and whole cost analysis. 2.3 Summarise processes and procedures used to set budgets for future, and long term, planned and responsive maintenance programmes.
3. Understand how to manage budgets for repairs and maintenance.	3.1 Evaluate the effectiveness of budget monitoring processes in controlling costs. 3.2 Evaluate the impact of delivering a customer focused service on the management of budgets.
4. Understand approaches to internal and external financial control and audit.	4.1 Critically reflect on the role and function of internal audit. 4.2 Explain the role and function of external audit.

### Tutor/ Assessor guidance

The legislation regulation standards and compliance covered in this unit must relate to the learner's nation of operation/ study.



## Health and Safety for Repairs and Maintenance

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** F/504/4180  
**CIH AO reference number:** MRR402  
**Unit status:** Optional  
**GLH/ TUT:** 30/60

### Unit purpose/aim

The unit aims to provide learners with an understanding of health and safety management and systems in relation to key strategies, policies and related guidance. It will develop knowledge of current statutory and legislative criteria affecting health and safety in repairs and maintenance. The unit also focuses on the potential health and safety issues related to delivering a service in a domestic environment.

Learning outcomes	Assessment criteria
1. Understand legislative requirements relating to health and safety in the workplace.	1.1 Explain the key requirements of current Health and Safety legislation. 1.2 Evaluate risk assessments and method statements as a method of dealing with identified hazards.
2. Understand the role and responsibilities of management in ensuring health and safety policies and procedures are implemented to protect staff in the <b>workplace</b> .	2.1 Explain the role of management in implementing and monitoring a range of health and safety procedures. 2.2 Evaluate the implementation of health and safety policies and procedures and recommend improvements where necessary.
3. Know safe working practices in the delivery of repairs and maintenance services.	3.1 Explain safe working practices for repairs and maintenance including the use of scaffolding, working at height, and the role of personal protective equipment. 3.2 Explain the health and safety issues related to delivering repairs and maintenance services in tenants' homes.
4. Understand the obligations of landlords for testing existing systems to ensure a safe and healthy environment for tenants.	4.1 Summarise landlords' obligations for testing systems including gas, electricity, asbestos, lifts, water supplies for Legionella, fire safety, and emergency lighting. 4.2 Explain the procedures that are in place to ensure housing organisations fully comply with legislative requirements. 4.3 Review procedures for ensuring that contractors are aware of their duties in relation to health and safety.

Learning outcomes	Assessment criteria
5. Understand the impact of the Construction Design and Management (CDM) Regulations for repairs and maintenance practice.	5.1 Explain the circumstances when the Construction Design and Management Regulations apply. 5.2 Examine the role of the client, principal designer and contractor. 5.3 Explain the role of the Health and Safety Executive.

Tutor/ Assessor guidance
<p>The legislation regulation standards and compliance covered in this unit must relate to the learner's nation of operation/ study.</p> <p>Within this unit tenants include contract holders in Wales.</p> <p>LO 2 The <b>workplace</b> should include consideration of working from home.</p>

## Managing people, teams and change

<b>Unit level:</b>	<b>4</b>
<b>Unit credit value:</b>	<b>6</b>
<b>Unit reference number:</b>	<b>M/651/3062</b>
<b>CIH AO reference number:</b>	<b>H430</b>
<b>Unit status:</b>	<b>Optional</b>
<b>GLH/ TUT:</b>	<b>15/60</b>

### Unit purpose/aim

This unit aims to provide the learner with knowledge of how to manage people effectively, build collaborative successful teams, and manage change in the workplace. The learner will gain an understanding of effective team management strategies, promoting wellbeing and professional culture.

Learning outcomes	Assessment criteria
1. Understand how to manage people.	1.1 Explain the key skills required to be an effective manager. 1.2 Review a selection of management styles. 1.3 Describe the components of performance management. 1.4 Critically evaluate an example of performance management applied in practice.
2. Understand effective team management.	2.1 Summarise theories for managing teams. 2.2 Describe key factors that contribute to the development of high-performing teams. 2.3 Evaluate strategies for managing workplace stress, supporting wellbeing, and building resilient teams. 2.4 Discuss how a manager can embed professional culture within a team in housing.
3. Understand how to manage change.	3.1 Explain theories for managing change. 3.2 Evaluate how a change has been managed by an organisation in the housing sector.

Tutor/ Assessor guidance
AC 2.3 Should include consideration of managing a dispersed workforce.

## Performance Management for Responsive Repairs

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** Y/504/4184  
**CIH AO reference number:** MRR404  
**Unit status:** Optional  
**GLH/ TUT:** 30/60

### Unit purpose/aim

The unit aims to provide learners with an understanding of performance management processes in a responsive repairs context. There is a focus on the setting of standards, performance monitoring and analysis, tenant involvement, continuous improvement and best value.

Learning outcomes	Assessment criteria
1. Understand performance management in a responsive repairs context.	1.1 Summarise performance management processes commonly used in responsive repairs. 1.2 Evaluate the impact of poor performance in responsive repairs on customer satisfaction.
2. Understand how to set performance measures for responsive repairs.	2.1 Assess methods of setting performance measures for responsive repairs considering national and local indicators. 2.2 Explain the importance of including tenants in the development of performance measures for responsive repairs.
3. Understand how performance management information for responsive repairs is collected and analysed.	3.1 Assess sources of performance management information for responsive repairs. 3.2 Evaluate methods of collecting and verifying performance management information. 3.3 Demonstrate <b>analytical skills</b> relevant to performance management.
4. Understand how to use performance management to drive continuous improvement and value for money in responsive repairs.	4.1 Analyse performance information for responsive repairs and recommend actions that will result in improved outputs. 4.2 Define value for money. 4.3 Analyse performance information for responsive repairs and recommend actions that will result in improved value for money.



**Tutor/ Assessor guidance**

The legislation regulation standards and compliance covered in this unit must relate to the learner's nation of operation/ study.

Within this unit tenants include contract holders in Wales.

AC 3.3 **Analytical skills** e.g. trend analysis, benchmarking, correlation.

# Procurement and Contract Administration for Planned Maintenance Programmes

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** RM03  
**CIH AO reference number:** L/651/4395  
**Unit status:** Optional  
**GLH/TUT:** 30/60

## Unit purpose/aim

The unit aims to provide learners with an understanding of contract procurement, mobilisation and ongoing contract administration for planned maintenance. There is particular emphasis on contract monitoring, risk assessment and contract change control.

Learning outcomes	Assessment criteria
1. Understand the requirements for procuring contracts for planned maintenance programmes.	1.1 Summarise procurement rules for own nation. 1.2 Summarise organisational procurement procedures and good practice, including value for money. 1.3 Evaluate the <b>procurement options</b> and payment of contractor methods available. 1.4 Evaluate the relative benefits of procuring contracts with internal versus external contractors.
2. Understand how to mobilise a contract.	2.1 Summarise the measures that can be taken to mobilise contracts. 2.2 Appraise the internal organisational requirements to ensure a smooth roll out of a contract.
3. Understand established methods of successful contract planning and administration.	3.1 Evaluate contract compliance monitoring planning methods. 3.2 Summarise areas of potential risk and the contingencies that can be put in place to mitigate against them. 3.3 Explain how the individual needs of <b>tenants</b> are considered during planning and risk assessments of maintenance works. 3.4 Explain how disputes and unfulfilled obligations can be best addressed.
4. Understand the statutory leasehold consultation process.	4.1 Explain leasehold consultation processes for different types of procurement. 4.2 Summarise best practice in leasehold consultation.

Learning outcomes	Assessment criteria
	4.3 Explain the role of leasehold consultations and evaluate the remedies available to them.

Tutor/ Assessor guidance
The legislation regulation standards and compliance covered in this unit must relate to the learner's nation of operation/ study.
Within this unit tenants include contract holders in Wales.
AC 1.3 <b>Procurement options</b> could include in house services.
AC 3.3 <b>Tenants'</b> individual needs should be considered, including, e.g. those experiencing vulnerability, or additional health needs.

# Procurement and Contract Administration for Responsive Repairs

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** RM04  
**CIH AO reference number:** M/651/4396  
**Unit status:** Optional  
**GLH/ TUT:** 30/60

## Unit purpose/aim

The unit aims to provide learners with an understanding of contract procurement, mobilisation and ongoing contract administration for responsive repairs. There is particular emphasis on contract monitoring, risk assessment, tenant needs and contract change control.

Learning outcomes	Assessment criteria
1. Understand the requirements for procuring external contracts for responsive repairs.	1.1 Summarise procurement rules for own nation. 1.2 Summarise organisational procurement procedures and good practice, including value for money. 1.3 Evaluate the <b>procurement options</b> and payment methods that may be used in responsive repairs.
2. Understand how to mobilise a contract for responsive repairs.	2.1 Summarise the contractual measures that can be taken to mobilise responsive repairs programmes. 2.2 Appraise the internal organisational requirements to ensure a smooth roll out of a responsive repairs contract.
3. Understand established methods of successful contract administration for responsive repairs.	3.1 Evaluate contract compliance monitoring planning methods. 3.2 Summarise areas of potential risk and the contingencies that can be put in place to mitigate against them. 3.3 Explain how the individual needs of <b>tenants</b> are considered during repairs works and risk assessments.
4. Understand the process of contract change control for responsive repairs.	4.1 Summarise processes for managing changes to responsive repairs contracts. 4.2 Explain how disputes and unfulfilled obligations are handled.

## Tutor/ Assessor guidance

The policy, legislation, regulation, standards and compliance studied and assessed in this unit must relate to the learner's nation of operation/ study.



Tutor/ Assessor guidance
Within this unit tenants include contract holders in Wales.
AC 1.3 <b>Procurement options</b> could include in house services.
AC 3.3 <b>Tenants'</b> individual needs should be considered, including e.g. those experiencing vulnerability, and additional health needs.

## Sustainable Repairs and Maintenance

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** RM05  
**CIH AO reference number:** R/651/4397  
**Unit status:** Optional  
**GLH/ TUT:** 30/60

### Unit purpose/aim

The unit aims to provide learners with an understanding of sustainability standards for domestic property and practices that improve the sustainability of existing homes.

Learning outcomes	Assessment criteria
1. Understand standards for sustainable homes.	1.1 Explain the environmental issues covered by current <b>sustainable homes standards</b> . 1.2 Assess how current <b>wider sustainability standards</b> impact on repairs and maintenance.
2. Understand how building products and work practices impact on the sustainability of homes.	2.1 Summarise current and emerging practices that aim to minimise the adverse impact of existing homes on the environment. 2.2 Evaluate building products designed to meet sustainability standards. 2.3 Evaluate the cost benefits of sustainable maintenance alongside carbon management strategies and payback periods.
3. Understand eco-friendly waste management practices.	3.1 Explain how waste regulations, environmental legislation and Waste Electrical and Electronic Equipment (WEEE) regulations impact on waste management practice. 3.2 Evaluate <b>opportunities</b> to reduce landfill.
4. Understand how to programme work to minimise carbon emissions.	4.1 Critically review the programming of works in relation to carbon emissions including geographical planning systems and carbon stock assessments. 4.2 Assess the effectiveness of vehicle selection and maintenance schedules in reducing carbon emissions.

### Tutor/ Assessor guidance

The policy, legislation, regulation, standards and compliance studied and assessed in this unit must relate to the learner's nation of operation/ study.

**Tutor/ Assessor guidance**

AC 1.1 **Sustainable homes standards** e.g:

- Building Research Establishment Environmental Assessment Method (BREEAM)
- Sustainable Refurbishment Standard
- PAS2035
- UK net zero carbon building Energy Performance Ratings.

AC 1.2 **Wider sustainability standards** include wider requirements e.g. decarbonisation 2050, environmental social and governance reporting.

AC 3.2 **Opportunities** e.g. working in partnership and re-cycling.

## The Delivery of Housing Services

**Unit level:** 4  
**Unit credit value:** 6  
**Unit reference number:** Y/503/1175  
**CIH AO reference number:** HP403  
**Unit status:** Optional  
**GLH/ TUT:** 30/60

### Unit purpose/aim

The unit aims to provide learners with an understanding of the delivery of housing services from a regulatory strategic and operational view, linking policy to delivery. It looks at housing delivery on a national, local, organisational and individual basis.

Learning outcomes	Assessment criteria
1. Understand the key policy drivers under which housing providers are delivering housing services.	1.1 Explore the role of regulation in setting and monitoring standards for housing providers. 1.2 Critically review the sector standards framework used to assess the performance of housing providers. 1.3 Review the concept of locally driven service provision.
2. Understand the importance of partnership working in the delivery of housing services.	2.1 Analyse the key elements of successful partnership working. 2.2 Evaluate a service that is delivered in partnership with other organisations.
3. Understand the type and range of housing providers and the tenancies they can offer.	3.1 Summarise the range of housing organisations that provide affordable housing. 3.2 Summarise the tenancy options that each provider can offer. 3.3 Describe the housing and related services delivered by housing providers and other organisations.
4. Understand the drivers for tenant involvement and empowerment and the range of opportunities for tenant involvement in housing and housing related services.	4.1 Describe the context for tenant involvement and how this has changed over the last decade. 4.2 Analyse the difference between involvement, engagement, consultation and scrutiny. 4.3 Evaluate different methods of tenant involvement.



### **Tutor/ Assessor guidance**

The policy, legislation, regulation, standards and compliance studied and assessed in this unit must relate to the learner's nation of operation/ study.

Within this unit:

- Tenancy/ tenancies include the contract/ contracts in Wales
- Tenants include contract holders in Wales.

## Exemption

The following units are deemed to be allowed as an exemption from the achievement of units of this qualification because they cover at least 80% of the assessment criteria. This is to support transition and to avoid the unnecessary burden of duplication of learning while upholding the validity of the qualification.

Unit title	Exemption
Professionalism in housing Unit number Y/651/3056	Professional practice skills for housing F/507/9169  CIH Chartered Membership – experienced professional route (program applications before 1 April 2025 only)
Financial Management for Repairs and Maintenance Unit number K/651/4394	Financial Management for Repairs and Maintenance Unit number L/504/4179
Managing people, teams and change Unit number M/651/3062	Managing people and change R/507/9256
Procurement and contract administration for planned maintenance programmes Unit number L/651/4395	Procurement and contract administration for planned maintenance programmes of work Unit number L/505/3593
Procurement and contract administration for responsive repairs Unit number M/651/4396	Procurement and contract administration for responsive repairs Unit number J/504/4181
Sustainable repairs and maintenance Unit number R/651/4397	Sustainable repairs and maintenance Unit number M/504/4188

## Annex 1 Verb Descriptors

The glossary below lists the command verbs used within the assessment criteria of this qualification. A definition is also provided which can be used as guidance when developing assessment tasks for learners.

Command Verb	Descriptor
Analyse	Separate information into components and examine their characteristics in detail identifying any benefits
Apply	Put into effect in a recognised way
Appraise	Evaluate value, quality, or significance, using evidence and contextual understanding
Assess	Make an informed judgement using available information
Create	Produce an item or solution to a problem
Critically evaluate	Consider weaknesses, limitations and benefits of available evidence
Critically reflect	Consider weaknesses, limitations and benefits of own previous actions experiences or learning and think about how this can support future actions, learning or practice
Critically review	Consider the merit of something taking into account weaknesses limitations and benefits
Define	Specify meaning
Demonstrate	Show an understanding of/ or skills related to a topic or situation
Describe	Set out characteristics
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Judge from available evidence
Examine	Investigate in detail
Explain	Set out purposes or reasons
Explore	Investigate without preconceptions about the outcome
Outline	Set out main characteristics
Review	Survey information considering its merit
Summarise	Present principal points without detail

## Annex 2 Mapping to Apprenticeship Standard

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

The links 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 professionalism for housing may provide learners with opportunities to explore the skills that are detailed as part of the apprenticeship standard).

If the qualification is being used as part of an apprenticeship the deliverer will be required to complete their own detailed mapping.

The employer and training provider are responsible for the delivery of the apprenticeship standard and are required to ensure that their course content covers the apprenticeship standard and prepares learners for the end point assessment.

	Knowledge	Legislation and regulation	Organisation background information and business planning	Assets	Customers and stakeholders	Context	Range of services	Organisational policies
Mandatory	Professionalism in housing							
	Customer focus in housing		✓		✓		✓	✓
	Law policy and regulation for repairs and maintenance	✓						
Optional	Data and performance management for planned maintenance		✓	✓	✓		✓	✓
	Financial management for repairs and maintenance		✓	✓		✓		✓
	Health and safety for repairs and maintenance	✓	✓				✓	✓
	Managing people, teams and change		✓					✓
	Performance management for responsive repairs		✓	✓	✓		✓	✓
	Procurement and contract administration for planned maintenance programmes	✓	✓		✓	✓	✓	✓



CIH Level 4 Certificate in Managing Housing Maintenance

Knowledge	Legislation and regulation	Organisation background information and business planning	Assets	Customers and stakeholders	Context	Range of services	Organisational policies
Procurement and contract administration for responsive repairs	✓	✓		✓	✓	✓	✓
Sustainable repairs and maintenance	✓		✓				
The delivery of housing services	✓			✓	✓	✓	

	Skill	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Financial management	Performance and project management	People management	Decision making and prioritising	Tools and equipment
Mandatory	Professionalism in housing	✓	✓						✓		✓	Implicit in assessment
	Customer focus in housing	✓	✓	✓	✓	✓						
	Law policy and regulation for repairs and maintenance											
Optional	Data and performance management for planned maintenance	✓				✓		✓	✓		✓	
	Financial management for repairs and maintenance					✓		✓	✓		✓	
	Health and safety for repairs and maintenance			✓		✓				✓		
	Managing people, teams and change			✓	✓		✓			✓	✓	
	Performance management for responsive repairs	✓				✓		✓	✓		✓	
	Procurement and contract administration	✓	✓	✓	✓	✓	✓	✓	✓		✓	

CIH Level 4 Certificate in Managing Housing Maintenance

Skill	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	Financial management	Performance and project management	People management	Decision making and prioritising	Tools and equipment
for planned maintenance programmes											
Procurement and contract administration for responsive repairs	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Sustainable repairs and maintenance					✓			✓		✓	
The delivery of housing services	✓		✓	✓	✓	✓					

	Behaviours	Responsive	Trust and dependability	Adaptability	Self motivation	Resilience	Leadership	Customer care	Team work	Personal development
Mandatory	Professionalism in housing		✓		✓		✓	✓		✓
	Customer focus in housing		✓				✓	✓		
	Law policy and regulation for repairs and maintenance									
Optional	Data and performance management for planned maintenance	✓		✓				✓		
	Financial management for repairs and maintenance		✓							
	Health and safety for repairs and maintenance	✓	✓		✓		✓		✓	
	Managing people, teams and change		✓	✓			✓		✓	
	Performance management for responsive repairs	✓		✓				✓		
	Procurement and contract administration for planned maintenance programmes	✓		✓			✓	✓	✓	
	Procurement and contract administration for responsive repairs	✓		✓			✓	✓	✓	
	Sustainable repairs and maintenance	✓	✓	✓						

CIH Level 4 Certificate in Managing Housing Maintenance

Behaviours	Responsive	Trust and dependability	Adaptability	Self motivation	Resilience	Leadership	Customer care	Team work	Personal development
The delivery of housing services	✓	✓					✓		

## Annex 3 Mapping to CIH professional standards

This is an indication of how the unit content within the qualification may link to the CIH professional standards. More information on the CIH professional standards can be found on the CIH website: <https://www.cih.org/professional-standards>.

		CIH professional standards						
		Integrity	Inclusive	Ethical	Knowledgeable	Skilled	Advocate	Leadership
Mandatory Units	Customer focus in housing	✓	✓		✓	✓	✓	✓
	Professionalism in housing	✓		✓	✓	✓	✓	
	Law policy and regulation for repairs and maintenance				✓			
Optional Units	Data and performance management for planned maintenance	✓	✓		✓	✓		✓
	Financial Management for Repairs and Maintenance	✓			✓	✓		✓
	Health and safety for repairs and maintenance				✓	✓		✓
	Managing people, teams, and change		✓	✓	✓	✓	✓	✓
	Performance management for responsive repairs	✓	✓		✓	✓		✓
	Procurement and contract administration for planned maintenance programmes		✓		✓	✓		
	Procurement and contract administration for responsive repairs		✓		✓	✓		
	Sustainable repairs and maintenance			✓	✓	✓		✓
	The delivery of housing services		✓		✓	✓		



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