



**Chartered
Institute of
Housing**
Awarding
organisation

Qualification specification

CIH Level 3 Certificate in Rough Sleeping Outreach Services

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, the qualification structure, assessment methods, and quality assurance requirements associated with it.

The qualification reference number is 610/6587/0.
The operational start date is 24 October 2025.
The CIH scheme code is 3RS01.

Contact us

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

About the qualification

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

The objective of this qualification is to provide the knowledge, and skills required to support people who are rough sleeping, through outreach work, by:

- Developing the skills and knowledge required to work in a person-centred and trauma-informed way in a rough sleeping outreach service
- Enabling learners to develop the skills and knowledge to support and achieve successful outcomes with people who are rough sleeping.

The qualification content includes understanding the causes and consequences of rough sleeping, relevant legislation and how to keep people safe. As well as operational responsibilities, risk management and building effective supporting relationships with people who are rough sleeping. The learner will also explore professional practice skills.

The qualification is suitable for learners who are over 18 and

- aspiring to an operational role in rough sleeping outreach services
- working in an operational role in outreach or homelessness services and want to develop their knowledge and understanding

Entry requirements

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

- Experience of working in rough sleeping outreach, homelessness services, housing, support or care work, or another related sector
- Have completed a qualification at level 2
- Have completed a homelessness, housing or other qualification in a related subject.

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

Progression routes

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

- Rough sleeper outreach worker
- Rough sleeper navigator
- Rough sleeper prevention worker
- Engagement worker
- Assertive outreach worker
- Outreach support worker.

The learner may wish to progress onto further learning such as:

- CIH Level 4 Certificate in Homelessness Services Management
- CIH Level 4 Certificate in Housing.

On completion of the qualification learners will be eligible to become a CIH certified practitioner (CertCIH).

Level 3 descriptors

The level 3 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 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:

[Qualifications can Cross Boundaries.](#)

The qualification is at level 4 of the European Qualifications Framework (EQF). For more information about the EQF see:

ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97.

Qualification structure

Qualification title: CIH Level 3 Certificate in Rough Sleeping Outreach Services.

Learners must achieve 16 credits from four mandatory units to be awarded the qualification.

The approximate guided learning hours (GLH) for the qualification are 100.

The approximate total qualification time is expected to be 160 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.

Mandatory units

The qualification contains the following four mandatory units, 16 credits must be achieved from this group:

Unit title	Credits	Level	GLH	Page
<u>Understanding rough sleeping and the role of outreach</u> Unit number K/651/8183	4	3	25	11
<u>Building relationships with and advocating for people who are rough sleeping</u> Unit number L/651/8184	4	3	25	13
<u>Understanding the operational role in a rough sleeping outreach service</u> Unit number M/651/8185	4	3	25	15
<u>Professional practice skills for homelessness services</u> Unit number R/651/8186	4	3	25	17

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 Homelessness, Housing, or related qualification at level 3 or higher, or;
- Enrolment and completion of a recognised Homelessness, Housing, or related qualification at level 3 or higher within an agreed time period, or;
- Minimum 2-years' experience of working in a Homelessness, Housing or related organisation at Officer-level or above, or;
- Professional-level membership of a recognised Housing, homelessness or related professional body.

Indicative Role-Specific Requirements

Role*	Indicative Responsibilities	Indicative Requirements
Tutor	• Delivery of programme content • Interpretation of unit assessment criteria • Facilitating learning • Lesson planning • Learner support and feedback.	• A recognised L3 Teaching qualification, e.g. L3 Award in Education and Training (or equivalent PTLLS) or • 12 months' teaching experience.
Assessor	• Design and development of assessment materials • Evaluating learner achievement against learning outcomes and assessment criteria • Learner support and feedback.	• 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	• 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.	• 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 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:

- Case scenarios/ simulated tasks
- Reports
- Presentations/ professional discussions
- Assessment tasks/ assignment briefs
- Portfolio of evidence
- Witness testimonies/ reflective accounts.

Guidance on the use of assessment methods can be found in the assessment 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 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 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 policies and guidance documents 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.

Understanding rough sleeping and the role of outreach

Unit level:	3
Unit credit value:	4
Unit reference number:	K/651/8183
CIH AO reference number:	RS01
Unit status:	Mandatory
TUT/ GLH:	25/ 40

Unit purpose/aim

The unit aims to provide the learner with knowledge of the factors that can contribute to people rough sleeping, the statutory framework for supporting people who are rough sleeping, the role of outreach services, and how outreach can work with other services to support people who are sleeping rough.

Learning outcomes	Assessment criteria
1. Understand the contributors to rough sleeping and their impact on people.	1.1 Outline the meaning of multiple disadvantage in relation to rough sleeping. 1.2 Identify the personal and structural factors that can contribute to people sleeping rough. 1.3 Examine how these factors may impact specific groups differently, including people with different protected characteristics.
2. Understand the role of rough sleeping outreach services.	2.1 Outline the immediate and long-term risks and consequences of sleeping rough. 2.2 Outline the purpose, aim and limitations of different rough sleeping outreach services. 2.3 Discuss the importance of services engaging with the local community to challenge stigma around rough sleeping.
3. Understand the statutory framework for the provision of services to people who are rough sleeping or at risk of rough sleeping.	3.1 Outline the legislation relating to people who are rough sleeping or at risk of rough sleeping. 3.2 Identify the role of the courts and case law in relation to rough sleeping. 3.3 Explain the statutory responsibilities of public services to people who are rough sleeping or at risk of rough sleeping.
4. Understand how rough sleeping outreach services work in partnership with other organisations.	4.1 Identify other services that outreach work with.

	4.2 Summarise types of accommodation available to different groups of people rough sleeping and how referrals can be made. 4.3 Explain the value of effective partnership working to people who are rough sleeping. 4.4 Identify factors to consider when sharing information with other services.
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Tutor guidance	
The learner must study the law, and statutory responsibilities for own nation of study/ operation.	
LO1 Contributors including, e.g. missing support networks, positive social contact, family networks.	
AC 3.3 Public services , e.g. Local Authority, GP practice, department of work and pensions, benefit eligibility, migration, health care.	
AC 4.2 Different groups of people , including e.g. single people, couples, families.	
AC 4.4 Factors to consider , e.g. service level agreements, consent, capacity, GDPR, implications of sharing with police/ government organisations.	

Building relationships with and advocating for people who are rough sleeping

Unit level:	3
Unit credit value:	4
Unit reference number:	L/651/8184
CIH AO reference number:	RS02
Unit status:	Mandatory
TUT/ GLH:	25/ 40

Unit purpose/aim

This unit aims to develop the knowledge and skills needed to build and sustain respectful relationships with people who are rough sleeping.

It explores how to establish trust, communicate, and work in a trauma-informed way while maintaining professional boundaries. The unit also supports learners to develop personal resilience and wellbeing to support them in carrying out the role.

Learning outcomes	Assessment criteria
1. Understand psychologically informed practice.	1.1 Outline the terms: • trauma informed approach • psychologically informed environment • psychologically informed practice 1.2 Examine how the application of: • trauma informed approaches • psychologically informed environments may differ when working with different groups of people. 1.3 Describe why people may resist engaging with services and how to support them. 1.4 Describe how to recognise behaviours that may arise from mental health and/or substance use issues.
2. Understand how to build and maintain effective relationships in outreach settings with people rough sleeping.	2.1 Outline approaches of building and maintaining ongoing relationships with different groups of people . 2.2 Explain how to overcome different barriers to building relationships. 2.3 Explore the importance of boundaries and how they can be maintained in practice. 2.4 Summarise how to support people displaying challenging behaviour.
3. Be able to provide person-centred support to people who are rough sleeping.	3.1 Apply a person-centred approach to assessment and support planning . 3.2 Summarise factors that can impact decision making and what support is available.

	3.3 Explain approaches to empower and support people to achieve positive outcomes.
4. Understand how to advocate for people who are rough sleeping.	4.1 Explain the importance of understanding people's rights and entitlements when advocating for them. 4.2 Describe how to use negotiation skills to support effective advocacy with partnership services.
5. Be able to manage personal resilience and wellbeing in outreach work.	5.1 Describe why the resilience of an outreach worker is important in the context of outreach work. 5.2 Create a plan showing how supervision, reflective practice, and professional boundaries can support own resilience and wellbeing.

Tutor guidance	
AC 1.2 Different groups of people	e.g. people with different protected characteristics.
AC 2.1 Approaches	e.g. transactional analysis, parent child relationship, flexible, tailored to the person, persistence, long term contact. Different groups of people e.g. people with different protected characteristics, single people/ couples.
AC 2.2 Different barriers	e.g. Where English is their second language, distrust of services, substance use.
AC 2.3 Boundaries	e.g. having difficult conversations and managing expectations of support available.
AC 3.1 Assessment and support planning	including identifying needs, setting goals, and achieving outcomes.
AC 3.2 Factors that can impact decision making	e.g. mental capacity, learning difficulties, substance use, alcohol related brain injury.
AC 3.3 Approaches	e.g. motivational interviewing, strengths-based practice.
AC 5.1 Resilience	could reference to lived experience triggers, vicarious trauma, respecting that positive outcome is personal to individuals.

Understanding the operational role in a rough sleeping outreach service

Unit level:	3
Unit credit value:	4
Unit reference number:	M/651/8185
CIH AO reference number:	RS03
Unit status:	Mandatory
TUT/ GLH:	25/ 40

Unit purpose/aim

This unit aims to provide an understanding of the operational outreach role.

It includes learning on identifying and safeguarding people who are sleeping rough. Learners will understand how to plan and carry out outreach, manage risks and work with and manage volunteers.

Learning outcomes	Assessment criteria
1. Understand how to identify locate and engage people who are rough sleeping.	1.1 Explain potential barriers to locating and identifying people and how this may affect specific groups . 1.2 Outline different ways to locate and identify people who are rough sleeping, including those who are difficult to locate. 1.3 Explain the role of recording and using data to locate and engage with people who are rough sleeping.
2. Be able to manage workload and responsibilities in outreach work.	2.1 Create a plan for the main priorities' tasks and responsibilities in an outreach shift. 2.2 Explain the importance of flexibility when planning and carrying out outreach service activities.
3. Understand the role of the outreach worker in safeguarding people who are rough sleeping.	3.1 Explain the responsibilities of the outreach worker in identifying, assessing and acting on risks of danger, harm or abuse . 3.2 Summarise organisational policy and procedures for safeguarding people who are rough sleeping.
4. Be able to manage risks when doing outreach work.	4.1 Explain how planned risk assessment is used in rough sleeping services. 4.2 Plan how to ensure own physical safety while on an outreach shift.

	4.3 Describe the factors to consider when carrying out dynamic risk assessment in outreach work. 4.4 Plan how to approach tents safely and respectfully. 4.5 Outline how to respond to emergency situations.
5. Understand how to work with and manage volunteers.	5.1 Summarise the roles of volunteers in outreach work. 5.2 Outline good practice in teamwork. 5.3 Describe how to manage and support volunteers.

Tutor guidance

AC 1.1 **Specific groups** including people with different protected characteristics, families/ couples.

AC 1.2 **Different ways to locate and identify people** e.g. Street link, referrals from the public, working with other services, police.

AC 2.2 **Importance of flexibility** e.g. Severe weather emergency protocol (SWEP), or other emergency situations.

AC 3.1 **Risks of danger, harm or abuse** consider people under 18, couples, and families.

AC 4.2 **Ensure own physical safety** e.g. knowing who you're working with, lone worker policies, emergency protocols, appropriate clothing.

AC 4.3 **Factors to consider** e.g. animals, altered behaviour through substance use, the safety of people in the area.

Professional practice skills for homelessness services

Unit level:	3
Unit credit value:	4
Unit reference number:	R/651/8186
CIH AO reference number:	RS04
Unit status:	Mandatory
TUT/ GLH:	25/ 40

Unit purpose/aim

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

Learning outcomes	Assessment criteria
1. Understand the key skills, knowledge and behaviours required for professionals working in homelessness services.	1.1 Evaluate a range of key skills, knowledge and behaviours that a professional working in homelessness services requires.
2. Understand ethics in the context of professional practice in homelessness services.	2.1 Explain what 'professionalism' means in a homelessness services context. 2.2 Explain the role of ethics in homelessness services. 2.3 Describe how to apply ethics in own professional practice.
3. Understand equality, diversity and inclusion in the context of professional practice in homelessness services.	3.1 Explain the role of equality, diversity and inclusion in homelessness services. 3.2 Describe how to 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 Create a professional development plan to meet goals and future challenges.

Exemption

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

Unit title	Exemption
Professional practice skills for homelessness services Unit number R/651/8186	Professional practice skills for housing Unit number J/615/0849

Annex 1 Command verbs

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

Command verb	Verb descriptor
Apply	Put into effect in a recognised way
Create	Produce an item or solution to a problem
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
Explore	Investigate without preconceptions about the outcome
Identify	Name or otherwise characterise
Outline	Set out main characteristics
Plan	Think about and organise information in a logical way
Reflect	Consider own previous actions experiences or learning and think about how this can support future actions, learning or practice
Summarise	Present principal points without detail

Annex 2 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	CIH Level 3 Certificate in Rough Sleeping Outreach Services			
	Understanding rough sleeping services and the role of outreach	Building relationships with and advocating for people who are rough sleeping	Understanding the operational role in a rough sleeping outreach service	Professional practice skills for homelessness services
Integrity A housing professional has a clear understanding of their values and acts in accordance with them – they will do the right thing, for the right reasons, based on the best evidence and without partiality.		✓		✓
Inclusive A housing professional acts transparently and fairly; builds good relationships; and works collaboratively with partners, customers and communities to achieve better outcomes.	✓	✓		✓
Ethical A housing professional acts fairly and makes choices and decisions by applying principles and values consistently. They understand the impact that poor decisions can have both on people's lives and the reputation of their organisation and they challenge unethical practice in a fair and considered way.				✓
Knowledgeable A housing professional has relevant and up-to-date practical and specialist knowledge as required by their job role, understands the bigger picture and has a passion for continuous learning.	✓	✓	✓	✓
Skilled A housing professional equips themselves with the relevant skills to deliver effective services to tenants, customers, colleagues, and partners.	✓	✓	✓	✓

CIH professional standards	CIH Level 3 Certificate in Rough Sleeping Outreach Services			
	Understanding rough sleeping services and the role of outreach	Building relationships with and advocating for people who are rough sleeping	Understanding the operational role in a rough sleeping outreach service	Professional practice skills for homelessness services
Advocate A housing professional acts as an ambassador for the wider housing sector and an advocate for the housing profession.	✓		✓	
Leadership Housing professionals at all levels should demonstrate leadership, be forward thinking and create opportunities. They find solutions to improve outcomes for their organisation, tenants and communities and demonstrate their ability to adapt to the latest ideas, situations, and change.			✓	

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