# CIH Level 4 Certificate in Managing Housing

# CIH Awarding Organisation

## Introduction

The Chartered Institute of Housing (CIH) is the independent voice for housing and the home of professional standards. Our goal is simple – to provide housing professionals and their organisations with the advice, support and knowledge they need to be brilliant. CIH is a registered charity and not-for-profit organisation. This means that the money we make is put back into the organisation and funds the activities we carry out to support the housing sector. We have a diverse membership of people who work in both the public and private sectors, in 20 countries on five continents across the world. Further information is available at: www.cih.org.

CIH is the awarding organisation (AO) for housing qualifications and we are dedicated to providing the highest quality, relevant and up-to-date qualifications for everyone in housing.

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

The qualification reference number is 603/1433/3.
The operational start date is 28 May 2017.
CIH scheme code is 4A08.

Contact us:
For any queries relating to the qualification specification e-mail accreditation@cih.org

| Date | Version | Summary of Changes |
|---|---|---|
| March 2024 | 0324 | Information on student membership removed. |

## About the qualification

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

The objective of this qualification is to provide learners with the knowledge required to manage a housing maintenance service. All learners must study ethics and professional practice which supports the development of their own personal growth and engagement in learning and housing.

**The qualification aims to...**
- provide housing staff working at or aspiring to a supervisory or management level with a qualification to suit their needs,
- develop skills and knowledge for the current challenges in housing and asset management,
- and prepare learners for further study in housing related qualifications at level 5 / under graduate level

**The qualification is suitable for learners...**
- who are aged 18+,
- working or resident in the UK and Ireland,
- who are seeking or are currently employed within either a management or senior technical role,
- who are providing a service in the management of operations and surveying or technical staff,
- who are responsible for managing budgets and producing management reports,
- that already have a level 3 qualification and/or experience of working in a supervisory / management role 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 a supervisory or management role in housing or a housing related industry,
- have experience of studying at level 3 or 4.

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 learner may wish to progress onto further learning:

- by using the credit gained in the qualification title, to widen their knowledge of housing by completing the CIH Level 4 Certificate in Housing.
- at level 5 – if the learner has extensive housing experience or supervisory/management experience and has previously studied at level 4, they may be able to progress to the CIH Level 5 Certificate in Housing.

*Certified practitioner*
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 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 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 non-routine 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
http://www.sqa.org.uk/files_ccc/QualificationsCanCrossBoundaries.pdf

## Apprenticeship

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

# Qualification structure

Qualification title: CIH Level 4 Certificate in Managing Housing Maintenance

Learners must achieve a minimum of 36 credits in order to be awarded the qualification, from 1 mandatory unit and 5 units from a choice of optional units. 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 for the qualification are 180.   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 is expected to be 360 hours.

It is also possible to achieve the following pathways:
- Responsive repairs
- Planned maintenance

The requirements for each pathway are detailed on page 6.

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

**The qualification contains the following mandatory unit,**
*6 credits must be achieved from this group:*

| Unit title | Credits | Level |
|---|---|---|
| Professional practice skills for housing <br> Unit number F/507/9169 | 6 | 4 |

**The qualification contains the following optional units,**
*A minimum of 30 credits must be achieved from this group:*

| Unit title | Credits | Level |
|---|---|---|
| Financial management for repairs and maintenance <br> Unit number L/504/4179 | 6 | 4 |
| Health and safety for repairs and maintenance <br> Unit number F/504/4180 | 6 | 4 |

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| Unit title | Credits | Level |
|---|---|---|
| The legal framework for repairs and maintenance<br>Unit number H/504/4186 | 6 | 4 |
| Sustainable repairs and maintenance<br>Unit number M/504/4188 | 6 | 4 |
| Managing people and change<br>Unit number R/507/9256 | 6 | 4 |
| Customer service in housing<br>Unit number F/507/9172 | 6 | 4 |
| The delivery of housing services<br>Unit number Y/503/1175 | 6 | 4 |
| Data and performance management for planned maintenance<br>Unit number H/505/3597 | 6 | 4 |
| Procurement and contract administration for planned maintenance programmes of work<br>Unit number L/505/3593 | 6 | 4 |
| Performance management for responsive repairs<br>Unit number Y/504/4184 | 6 | 4 |
| Procurement and contract administration for responsive repairs<br>Unit number J/504/4181 | 6 | 4 |

**Pathway 1- CIH Level 4 Certificate in Managing Housing Maintenance (Planned maintenance)**

In order to achieve the pathway a learner must take the following mandatory units and achieve a further 24 credits from the optional units list on pages 4-5:

| Unit title | Credits | Level |
|---|---|---|
| Professional practice skills for housing<br>Unit number F/507/9169 | 6 | 4 |
| Data and performance management for planned maintenance<br>Unit number H/505/3597 | 6 | 4 |
| Procurement and contract administration for planned maintenance programmes of work<br>Unit number L/505/3593 | 6 | 4 |

**Pathway 2- CIH Level 4 Certificate in Managing Housing Maintenance (Responsive repairs)**

In order to achieve the pathway a learner must take the following mandatory units and achieve a further 24 credits from the optional units list on pages 4-5:

| Unit title | Credits | Level |
|---|---|---|
| Professional practice skills for housing<br>Unit number F/507/9169 | 6 | 4 |
| Performance management for responsive repairs<br>Unit number Y/504/4184 | 6 | 4 |
| Procurement and contract administration for responsive repairs<br>Unit number J/504/4181 | 6 | 4 |

# Delivering the qualification

**Approval to deliver the qualification**
As an approved CIH AO centre, you MUST be approved by CIH AO to deliver the whole 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.  It is the responsibility of the centre to pay these fees and you will be invoiced for the required amount following receipt of the registration forms.  The list of fees is available on our website at the following link:
http://www.cih.org/ao/centrefees

**Equality and diversity**
Equality and diversity considerations were made during the development of this qualification to promote access and minimise bias. It is the centres' responsibility to ensure that equality and diversity considerations are made as part of the delivery and assessment of this qualification.

CIH AO would expect equality and diversity to be integrated into the delivery process for every learning outcome even where there are no specific assessment criteria for equality and diversity.

**Contextualisation of learning outcomes and assessment criteria**
CIH AO expects centres to contextualise the delivery and assessment of units according to the local and sectoral circumstances of the group of learners they are delivering to. For example, a question relating to law would be applied to the law of the country in which the group of learners operate.

**Staff occupational competency requirements**

**Experience of:**
- Working in the housing industry preferably at a management level.
- Working in the specific industry that the unit content (where this is a specialist area of housing or a non housing specific subject matter) covers.
- Delivering vocational qualifications.
- Teaching, assessing or verifying as appropriate.

**Qualifications**
- Housing qualification at level above that of the qualification/units to be delivered.
  And/or

- A degree or degree level qualification in a cognate area and/or a relevant professional qualification.

**Role specific qualification requirements:**
- **Teachers/Tutors:**
  A regulated or equivalent teaching qualification.

- **Assessors:**
  Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. Supervisor, manager, tutor. All assessors must hold a qualification in assessment e.g. Assessor Awards, A1/2 Awards/units, D32/33) or working towards this.

- **Internal Quality Assurers:**
  Internal quality assurance is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal Quality Assurers (IQA's) must hold a qualification in Internal Quality Assurance e.g. IQA Awards, V1 Award/units, D34) or working towards this.

A list of current qualifications can be found on the following registers:
- England, Wales & Northern Ireland: http://register.ofqual.gov.uk
- Scotland: http://scqf.org.uk/the-framework/search-database/

Trainee Assessors and IQAs must complete a relevant Assessor/IQA qualification within 1 year of commencing in the role. All non-qualified staff who assess must have 100% of their work counter-signed by a qualified assessor.

**CPD**
Evidence of continuing professional development in teaching, assessment, verification and the housing industry.

## Assessment

Centres must refer to the CIH AO Assessment 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 moderated (by the CIH AO).

## 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 that the assessment outcomes meet their intended uses.
- Reliability – An assessment is reliable if its results are not influenced by chance, the assessment process generates outcomes which would be replicated were the assessment repeated.
- Comparability – Assessment outcomes that 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 - is about ensuring that 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.

## Centre devised assessments

The 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 take into account the requirements of local employers.

## Assessment methods

The following assessment methods are allowed for the assessment of the qualification:

- Coursework
- Portfolio of evidence
- E-assessment
- Practical demonstration/assignment

## 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;

- The learner is present for the assessment but may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of assessment.
- The learner misses part of the assessment due to circumstances beyond their control.

If the centre approves/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 external moderator.

## External quality assurance

The external quality assurance system is a key feature of the quality assurance arrangements for the CIH AO. The EQAs and moderators play a vital role in ensuring that all individuals holding a CIH AO qualification certificate have achieved a nationally accepted standard. The moderator is required to ensure there is sufficient evidence present to demonstrate that the quality assurance principles are being upheld.

The CIH AO will appoint an EQA and moderator to each approved centre to monitor the quality assurance at the centre. Delivery of the qualification must not start until the assessment strategy and assessment brief/s have been approved by CIH AO. During the course the moderator will sample assessments and the EQA will undertake a quality review visit annually.

For further information about quality assurance refer to the centre handbook and sanctions policy.

## Other documents of relevance

The following is a list of other documents that your centre must be familiar with in relation to the design, delivery, assessment, and quality assurance of a CIH AO qualification.

- Appeals procedure
- Assessment handbook

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- Centre agreement
- Centre handbook
- Complaints policy
- Conflict of interest policy
- Equality and diversity policy
- Malpractice policy
- Marketing of CIH qualifications
- Record retention policy
- Sanctions policy
- Special considerations and reasonable adjustments policy
- Recognition of prior learning policy
- Application form for centre course change approval/notification

Further information and documents can be found at CIH Centre Moodle site.

## Professional practice skills for housing

**Unit level:**                   **4**
**Unit credit value:**            **6**
**Unit reference number:**        **F/507/9169**
**CIH AO reference number:**          **H401**
**Unit status:**                  **Mandatory**

**Unit purpose/aim**
The unit aims to give learners the understanding and skills to progress at management level in housing.  It does so by helping them to become more 'reflective practitioners'. It emphasises the importance of relating individual skills and performance to the effectiveness of the organisation as a whole, and being proactive in their own professional development.

| Learning outcomes | Assessment criteria |
|---|---|
| 1. Understand the concepts of being a member of a profession and acting professionally. | 1.1 Distinguish between being a member of a profession and acting professionally. |
| 2. Understand the skills required to be a housing professional. | 2.1 Analyse a range of key skills required to be a housing professional.<br>2.2 Explain what 'professionalism' means in a housing context with reference to the CIH Code of Conduct and Code of Ethics. |

| | |
|---|---|
| 3. Be able to assess own professional performance. | 3.1 Explain the concept of reflective practice with reference to theory. <br> 3.2 Apply reflective practice techniques to own performance. <br> 3.3 Explain how own performance is monitored. <br> 3.4 Evaluate how own performance impacts on organisational performance. |
| 4. Be able to manage own professional development. | 4.1 Use a professional development plan to plan own training and professional development to meet current and future challenges. |

# Procurement and Contract Administration for Responsive Repairs

**Unit level:** 4
**Unit credit value:** 6
**Unit reference number:** J/504/4181
**CIH AO reference number:** MRR403
**Unit status:** Mandatory for responsive repairs pathway

**Unit purpose/aim**

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

| Learning outcomes | Assessment criteria |
|---|---|
| 1. Understand the requirements for procuring external contracts for responsive repairs. | 1.1 Summarise EU procurement rules.<br>1.2 Summarise organisational procurement procedures and good practice, including value for money.<br>1.3 Evaluate the procurement options 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.<br>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.<br>3.2 Summarise areas of potential risk and the contingencies that can be put in place to mitigate against them. |
| 4. Understand the process of contract change control for responsive repairs. | 4.1 Summarise processes for managing changes to responsive repairs contracts.<br>4.2 Explain how disputes and unfulfilled obligations are handled. |

# 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:** | **Mandatory for responsive repairs pathway** |

**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, 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. <br> 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 taking into account national and local indicators. <br> 2.2 Explain the importance of including residents 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. <br> 3.2 Evaluate methods of collecting and verifying performance management information. <br> 3.3 Demonstrate analytical skills relevant to performance management e.g. trend analysis, benchmarking, correlation etc. |
| 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. <br> 4.2 Define value for money. <br> 4.3 Analyse performance information for responsive repairs and recommend actions that will result in improved value for money. |

# 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

**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. In addition, the unit also focuses on the potential Health & 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.<br>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 in the workplace. | 2.1 Explain the role of management in implementing and monitoring a range of health and safety procedures.<br>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, the role of personal protective equipment.<br>3.2 Explain the health and safety issues related to delivering repairs and maintenance services in residents' 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 alarms and emergency lighting.<br>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. |
| 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, planning supervisor and contractor. |
| | 5.3 Explain the role of the Health and Safety Executive. |

# Financial Management for Repairs and Maintenance

**Unit level:** 4
**Unit credit value:** 6
**Unit reference number:** L/504/4179
**CIH AO reference number:** MRR401
**Unit status:** Optional

## 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. | 1.1 Analyse systems for the management of budgets and finances for repairs and maintenance.<br>1.2 Explain the use of cost centres and devolved budgets.<br>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 data bases in budget setting.<br>2.2 Explain the process of component analysis and whole cost analysis.<br>2.3 Summarise processes and procedures used to set budgets for future, 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.<br>3.2 Evaluate the impact of delivering a customer focused service on the management of budgets e.g. managing customer expectations. |
| 4. Understand approaches to internal and external financial control and audit. | 4.1 Critically reflect on the role and function of internal audit.<br>4.2 Explain the role and function of external audit. |

# The Legal Framework for Repairs and Maintenance

| | |
|---|---|
| **Unit level:** | **4** |
| **Unit credit value:** | **6** |
| **Unit reference number:** | **H/504/4186** |
| **CIH AO reference number:** | **MRR405** |
| **Unit status:** | **Optional** |

**Unit purpose/aim**

The unit aims to provide learners with an understanding of the legal system in relation to repairs and maintenance. It explores the law in relation to landlords and tenants and requires learners to examine the application of the law in repairs and maintenance.

| Learning outcomes | Assessment criteria |
|---|---|
| 1. Understand the legislative framework for the country in which you work. | 1.1 Summarise the legislative framework for the country in which you work.<br>1.2 Summarise the role of courts and tribunals.<br>1.3 Explain the differences between criminal and civil law. |
| 2. Understand key legislation relating to repairs and maintenance. | 2.1 Summarise key legislation in relation to responsibilities for repairing and maintaining properties from the perspective of: landlords, tenants and leaseholders as appropriate for the country in which you work.<br>2.2 Summarise other regulations that must be complied with in relation to repairs and maintenance in the country in which you work e.g. in England and Wales, Environmental Protection Act 1990. |
| 3. Understand the remedies that are available to resolve repairs and maintenance related issues. | 3.1 Explain the legal remedies relevant to repairs and maintenance available in the country in which you work.<br>3.2 Evaluate other remedies for repairs and maintenance related issues, including arbitration and adjudication. |

# Sustainable Repairs and Maintenance

**Unit level:** 4
**Unit credit value:** 6
**Unit reference number:** M/504/4188
**CIH AO reference number:** MRR406
**Unit status:** Optional

**Unit purpose/aim**
The unit aims to provide learners with an understanding of sustainability standards for domestic property and how asset management can adopt 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 sustainable homes standards e.g. Building Research Establishment Environmental Assessment Method (BREEAM), Sustainable Refurbishment Standard, and Energy Performance Ratings.<br>1.2 Assess how current sustainability standards 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 will ensure a more sustainable repairs and maintenance regime.<br>2.2 Evaluate building products designed to meet sustainability standards.<br>2.3 Evaluate the cost benefits of sustainable maintenance alongside carbon management strategies and pay back 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.<br>3.2 Evaluate opportunities to reduce landfill e.g. working in partnership and re-cycling. |
| 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. |
|---|---|

## Managing people and change

**Unit level:**               4
**Unit credit value:**         6
**Unit reference number:**     R/507/9256
**CIH AO reference number:**     H407
**Unit status:**              Optional

**Unit purpose/aim**
The unit aims to provide the learner with knowledge of how to manage people and change.

| Learning outcomes | Assessment criteria |
|---|---|
| 1. Understand the key human resource functions used to manage people. | 1.1 Summarise a range of human resource functions used to manage people. <br> 1.2 Evaluate an example of good practice in relation to a key human resource function used to manage people. |
| 2. Understand the principles of team management. | 2.1 Summarise theories for managing teams. <br> 2.2 Explain the importance of teamwork. <br> 2.3 Discuss how conflict can be resolved within teams. <br> 2.4 Evaluate approaches for managing a dispersed workforce effectively. |
| 3. Understand how to manage change. | 3.1. Review theories and models for managing change. <br> 3.2. Evaluate how a particular change has been managed at a housing organisation. |

# Customer service in housing

**Unit level:**                                      **4**
**Unit credit value:**                            **6**
**Unit reference number:**               **F/507/9172**
**CIH AO reference number:**              **H404**
**Unit status:**                                  **Optional**

**Unit purpose/aim**
The unit aims to provide the learner with knowledge of approaches to customer service in housing. It aims to consider the role of effective customer service in the design, delivery and improvement of housing services, and how to use customer feedback to develop customer focused, needs led services.

| Learning outcomes | Assessment criteria |
|---|---|
| 1. Understand the relationship between good customer service, effective service delivery and continuous improvement. | 1.1 Explain the role of effective customer service in developing, delivering and improving housing services.<br>1.2 Explain the concept of continuous improvement.<br>1.3 Evaluate standards and measures which aim to develop a culture of customer focus and continuous improvement. |
| 2. Understand how to develop and deliver effective customer service in housing. | 2.1 Explain how to develop customer focused systems, policies and procedures.<br>2.2 Understand the role of the manager and staff in developing and maintaining a customer focused culture. |
| 3. Understand how to use customer feedback to improve service design and delivery. | 3.1 Evaluate systems for monitoring, analysing and responding to positive and negative customer feedback.<br>3.2 Analyse common themes emerging from customer feedback and how these can be used to develop, deliver and improve services. |

# 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** |

**Unit purpose/aim**

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

| 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.<br>1.2 Critically review the sector standards framework used to assess the performance of housing providers.<br>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.<br>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 Describe the range of housing organisations that provide affordable housing.<br>3.2 Describe the tenancy options that each provider can offer.<br>3.3 Describe the housing and related services delivered by housing providers and other organisations. |
| 4. Understand the drivers for resident involvement and empowerment and the range of opportunities for resident involvement in housing and housing related services. | 4.1 Describe the context for resident involvement and how this has changed over the last decade.<br>4.2 Analyse the difference between involvement, engagement, consultation and scrutiny.<br>4.3 Evaluate different methods of resident involvement. |

## Procurement and Contract Administration for Planned Maintenance Programmes

**Unit level:** 4
**Unit credit value:** 6
**Unit reference number:** L/505/3593
**CIH AO reference number:** MPM401
**Unit status:** Mandatory for the planned maintenance pathway

**Unit purpose/aim**

The unit aims to provide learners with an understanding of contract procurement, mobilisation and on-going 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 EU procurement rules.<br>1.2 Summarise organisational procurement procedures and good practice, including value for money.<br>1.3 Evaluate the procurement options and payment of contractor methods available.<br>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.<br>2.2 Appraise the internal organisational requirements to ensure a smooth roll out of a contract. |
| 3. Understand established methods of successful contract administration. | 3.1 Evaluate contract compliance monitoring planning methods.<br>3.2 Summarise areas of potential risk and the contingencies that can be put in place to mitigate against them.<br>3.3 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.<br>4.2 Summarise best practice in leasehold consultation.<br>4.3 Explain the role of leasehold consultations and evaluate the remedies available to them. |

# 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:** Mandatory for the planned maintenance pathway

## Unit purpose/aim

The unit aims to provide learners with an understanding of performance management processes in a planned and cyclical works context. 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.<br>1.2 Summarise how data is used to inform planned maintenance programmes of work.<br>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.<br>2.2 Assess methods of setting performance measures taking into account national and local indicators.<br>2.3 Explain the importance of including residents 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 sources of relevant data for planned and cyclical works e.g. stock condition, Housing Health and Safety Rating System (HHSRS), asbestos, fire risk assessment data etc.<br>3.2 Evaluate methods of collecting and verifying data and performance management information.<br>3.3 Summarise key analytical skills that are relevant to data and performance management and data interpretation e.g. trend analysis, benchmarking, |

| | correlation etc. |
|---|---|
| 4. Understand how to use data and performance management information to drive continuous improvement and value for money in planned maintenance works. | 4.1 Analyse performance information and recommend actions that will result in improves outputs.<br>4.2 Define value for money.<br>4.3 Analyse sources of data and their uses in order to improve outcomes. |

## 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 |
|---|---|
| Professional practice skills for housing F/507/9169 | Professional practice skills for housing R/503/5242 |
| Customer service in housing F/507/9172 | Customer care in a housing services context K/503/5246 |
| Managing people and change R/507/9256 | Managing people D/503/1176 |

**Annex 1**

- This is an Indication of how the qualification may link to the Apprenticeship Standard: Senior Housing / 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. For example, 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.
- The employer and training provider 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 and stakeholders | Context | Range of services | Organisational policies |
|---|---|---|---|---|---|---|---|
| Professional practice skills for housing | | | | | | | |
| Procurement and contract administration for responsive repairs | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Performance management for responsive repairs | | ✓ | | ✓ | | ✓ | ✓ |
| Health and safety for repairs and maintenance | ✓ | ✓ | | | | ✓ | ✓ |
| Financial management for repairs and maintenance | | ✓ | ✓ | ✓ | | | ✓ |
| The legal framework for repairs and maintenance | ✓ | | | | | | |
| Sustainable repairs and maintenance | | | | ✓ | | | |
| Managing people and change | | ✓ | | | | | ✓ |
| Customer service in housing | | ✓ | | ✓ | | | ✓ |
| The delivery of housing services | ✓ | | | ✓ | ✓ | ✓ | |
| Procurement and contract administration for planned maintenance programmes | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Data and performance management for planned maintenance | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

| Skills | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional practice skills for housing | ✓ | | | | | | | | | | |
| Procurement and contract administration for responsive repairs | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Performance management for responsive repairs | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Health and safety for repairs and maintenance | | | ✓ | ✓ | ✓ | | | | | | ✓ |

| Skills | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Financial management for repairs and maintenance | | | | | ✓ | | ✓ | | | ✓ | ✓ |
| The legal framework for repairs and maintenance | | | | | | | | | | | |
| Sustainable repairs and maintenance | | | ✓ | | ✓ | ✓ | | | | | ✓ |
| Managing people and change | | | ✓ | | | | | | ✓ | | |
| Customer service in housing | ✓ | | | | | | | | | | |
| The delivery of housing services | ✓ | | ✓ | | ✓ | ✓ | | | | | |
| Procurement and contract administration for planned maintenance programmes | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Data and performance management for planned maintenance | ✓ | | | | ✓ | | | ✓ | ✓ | | ✓ |

| Behaviours | Responsive | Trust and dependability | Adaptability | Self motivation | Resilience | Leadership | Customer care | Team work | Personal development |
|---|---|---|---|---|---|---|---|---|---|
| Professional practice skills for housing | | ✓ | | | | | | | ✓ |
| Procurement and contract administration for responsive repairs | ✓ | | ✓ | | | ✓ | | ✓ | |
| Performance management for responsive repairs | ✓ | | ✓ | | | | | | |
| Health and safety for repairs and maintenance | ✓ | ✓ | | ✓ | | | | | |
| Financial management for repairs and maintenance | | ✓ | | | | | | | |
| The legal framework for repairs and maintenance | | | | | | | | | |
| Sustainable repairs and maintenance | | ✓ | | | | | | | |
| Managing people and change | | | | | | | | ✓ | |
| Customer service in housing | | | | | | | | | |
| The delivery of housing services | | | | | | | ✓ | | |
| Procurement and contract administration for planned maintenance programmes | ✓ | | ✓ | | | ✓ | | ✓ | |

| Behaviours | Responsive | Trust and dependability | Adaptability | Self motivation | Resilience | Leadership | Customer care | Team work | Personal development |
|---|---|---|---|---|---|---|---|---|---|
| **Data and performance management for planned maintenance** | ✓ | | | | | | ✓ | | |