Qualification specification
CIH Level 4 Certificate in Housing

Introduction

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

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

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

The qualification reference number is 601/8136/9
The operational start date is 1 December 2015
The registration end date is 1 December 2025
The certificate end date is 1 December 2028
CIH scheme code: 4H09

Contact us

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

Date	Version	Summary of Changes
March 2024	0324	Information on student membership removed.
August 2024	0824	Information on quality assurance process updated. Info on where documents can be found updated to Parnassus. Staffing guidance updated. Info for other documents of relevance updated. Phone number updated in footer.
November 2024	1124	Reference to CCEA updated to CCEA Regulation.

About the qualification

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

The objective of this qualification is to provide individuals with the technical knowledge and understanding across a broad range of housing practice at a management level. The qualification explores areas of housing policy, law and also professional practice which supports the development of their own personal growth and engagement in learning and housing.

The qualification aims to

- provide the knowledge and skills required to operate effectively at a management level in the housing sector
- prepare learners for further study in housing related qualifications at level 5 / under graduate level

The qualification is suitable for learners who are

- working or resident in the UK and Ireland
- in or aspiring to a supervisory or management role in housing
- that already have a level 3 qualification and/or experience of working in housing preferably at a supervisory / management level

Entry requirements

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

- have the potential and opportunity to gain the qualification
- be working in housing or a housing related industry, preferably at a supervisory or management level
- have completed the CIH Level 3 Certificate in Housing Practice or a comparable/equivalent qualification.
- Further details of the level that the learner needs to be able to achieve are provided in the section on level 4 descriptors

Progression routes

The learner may wish to progress onto further learning:

- by using the credit gained in the CIH Level 4 Certificate in Housing, combined with further learning to achieve the CIH Level 5 Diploma in Housing.
- at level 5 / undergraduate level – if the learner has extensive housing experience and has previously studied at level 3 or 4, they may be able to progress to an undergraduate course at university.

Both progression routes provide the opportunity to gain CIH Chartered Member status.

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…)
knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. 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.	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. Review the effectiveness and appropriateness of methods, actions and results.

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 Management England. See Annex 1.

Qualification structure

Qualification title: CIH Level 4 Certificate in Housing

Learners must achieve a minimum of 36 credits in order to be awarded the qualification, from 4 mandatory units and 2 units from a choice of optional units.

The recommended guided learning hours for the qualification are 90.   CIH AO expects that centres may deliver the qualification in more or less time according to the plan they have approved by CIH AO prior to the start of the course. The units may be delivered in any order. The total qualification time will be 360 hours.

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

Mandatory units

The qualification contains the following 4 mandatory units,
24 credits must be achieved from this group:

Unit title	Credits	Level
Financing for housing Unit number L/507/9241	6	4
Housing law Unit number R/507/9161	6	4
Housing policy Unit number Y/507/9162	6	4
Professional practice skills for housing Unit number F/507/9169	6	4

Optional units

The qualification contains the following optional units,
12 credits must be achieved from this group:

Unit title	Credits	Level
Buildings, communities and the environment Unit number M/507/9250	6	4
Customer service in housing Unit number F/507/9172	6	4
Resident involvement in housing services Unit number T/507/9251	6	4
Equality and diversity in housing Unit number F/507/9253	6	4
Housing management services Unit number A/507/9266	6	4
Housing need, demand and supply Unit number J/507/9254	6	4

Unit title	Credits	Level
Delivering housing support services for health and well being Unit number L/507/9255	6	4
Managing people and change Unit number R/507/9256	6	4
Partnership working in housing Unit number Y/507/9257	6	4
Research skills for housing Unit number D/507/9258	6	4
Strategies for promoting independent living and well being Unit number H/507/9259	6	4
The framework for planning and development Unit number Y/507/9260	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 qualification. Delivery must not commence, and learner registrations will not be accepted until this process is complete.

Registering learners and fees

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

The list of fees is available on our website at the following link:
www.cih.org/education/qualifications/deliver-our-qualifications.

For more information on terms of payment please refer to our invoicing policy.

Equality and diversity

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

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

Contextualisation of learning outcomes and assessment criteria

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

Staff occupational competency requirements

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

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

Sector Experience Requirements (all staff roles)

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

- A recognised Housing, or Housing-related qualification at level 4 or above, or;
- Enrolment and completion of a recognised Housing or Housing-related qualification level 4 or above within an agreed time period, or;
- Minimum 2-years' experience of working in a Housing or Housing-related organisation at Officer-level or above, or;
- Professional-level membership of a recognised Housing professional body.

Indicative Role-Specific Requirements

Role*	Indicative Responsibilities	Indicative Requirements
Tutor	• 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 been involved in the delivery or assessment of any qualification / unit they review.

Further details on current teaching and assessing qualifications available can be found at:
England, Wales & Northern Ireland: www.register.ofqual.gov.uk
Scotland: www.sqa.org.uk/sqa/64775.html

Trainee staff

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

Continued Professional Development

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

Assessment

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

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

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

Centre devised assessments

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

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

Assessment principles

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

Validity

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

Reliability

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

Comparability

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

Manageability

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

Minimise bias

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

Assessment methods

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

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

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

Special considerations and reasonable adjustments

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

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

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

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

External quality assurance

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

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

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

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

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

Other documents of relevance

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

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

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

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

Financing for housing

Unit level: **4**
Unit credit value: **6**
Unit reference number: **L/507/9241**
CIH AO reference number: **H414**
Unit status: **Mandatory**

Unit purpose/aim

The unit aims to provide an understanding of how housing is financed across tenures and how it operates. The learner will understand how housing across tenures is funded and how this links to policy.

Learning outcomes	Assessment criteria
1. Understand the impact of financing policy on the provision of housing.	1.1 Identify the consumer and producer subsidies for all tenures of housing. 1.2 Analyse the impact the subsidies have on housing supply and demand regionally and nationally.
2. Understand the income and expenditure of housing organisations.	2.1 Critically compare the income and expenditure for different types of housing organisations. 2.2 Summarise the constraints that impact on income and expenditure for a housing organisation.
3 Understand approaches to budgeting and forecasting for the financing of housing organisations.	3.1 Discuss approaches to budgeting and forecasting in relation to housing organisations. 3.2 Apply an approach to an area of housing finance.

Housing law

Unit level: 4
Unit credit value: 6
Unit reference number: R/507/9161
CIH AO reference number: H402
Unit status: Mandatory

Unit purpose/aim

The unit aims to provide learners with an understanding of the legal system in relation to housing in the country in which they operate or may operate. It explores the law in relation to landlords and tenants and requires learners to examine the application of the law in relation to housing practice.

Learning outcomes	Assessment criteria
1. Understand the legal framework in a housing context.	1.1 Summarise the legal framework for the country of operation. 1.2 Explain how housing related decisions can be challenged in the courts, including legislation relating to equality and diversity.
2. Understand the key legislation in relation to landlords and tenants.	2.1 Explain the key legislation in relation to landlords and tenants. 2.2 Summarise the differences in this legislation and that of another country.
3. Understand the application of the law to an area of housing practice.	3.1. Examine the application of the law to an area of housing practice. 3.2. Assess the differences in the application of the law in relation to an area of housing practice to that of another country.

Housing policy

Unit level: 4
Unit credit value: 6
Unit reference number: Y/507/9162
CIH AO reference number: H403
Unit status: Mandatory

Unit purpose/aim

The unit aims to provide learners with an understanding of housing policy in the country in which they operate or may operate by exploring its historical development and the relationships between different policy making bodies and their policy-making processes. It also aims to develop a learners understanding of how policies are implemented.

Learning outcomes	Assessment criteria
1. Understand the policy process in a housing context.	1.1 Identify the key drivers for the development of housing policy. 1.2 Identify the key participants in the policy making process. 1.3 Explain how they influence and shape housing policy. 1.4 Explain how they take into account issues around equality and diversity.
2. Understand the historical development of national housing policy.	2.1 Summarise the historical development of national housing policy.
3. Understand how a housing policy impacts on practice.	3.1 Evaluate the impact of a national housing policy on practice. 3.2 Examine how the impact of a national housing policy varies on a local level.

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. 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. 3.2 Apply reflective practice techniques to own performance 3.3 Explain how own performance is monitored. 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.

Buildings, communities and the environment

Unit level: 4
Unit credit value: 6
Unit reference number: M/507/9250
CIH AO reference number: H415
Unit status: Optional

Unit purpose/aim

The unit aims to introduce (non-technical) learners to the principles of building construction and how buildings impact on communities and the wider environment.

Learning outcomes	Assessment criteria
1. Understand the key stages of the building construction process for homes.	1.1 Summarise the key stages of the building construction process for homes.
2. Understand the impact on the wider environment of existing and new homes and strategies to minimise this impact.	2.1 Analyse the impact of existing homes on the wider environment. 2.2 Analyse the impact of new homes on the wider environment. 2.3 Evaluate strategies to minimise the adverse impact of existing and new homes on the wider environment.
3. Understand the drivers to improve the environmental performance of buildings.	3.1 Summarise the current policy and regulatory framework with regards to environmentally sustainable building practices. 3.2 Summarise the environmental and economic pressures to improve the environmental performance of buildings.
4. Understand the relationship between people and places.	4.1 Evaluate the impact of existing and new homes on the wider local community. 4.2 Critically evaluate the principles of creating sustainable communities/place shaping. 4.3 Critically compare approaches to tenant and community involvement.

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. Service 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. 1.2 Explain the concept of continuous improvement. 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. 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. 3.2. Analyse common themes emerging from customer feedback and how these can be used to develop, deliver and improve services.

Resident involvement in housing services

Unit level: 4
Unit credit value: 6
Unit reference number: T/507/9251
CIH AO reference number: H411
Unit status: Optional

Unit purpose/aim

The unit aims to provide the learner with the knowledge to understand the theories of resident involvement, why resident involvement is important and how it impacts on the delivery of housing services.

Learning outcomes	Assessment criteria
1. Understand the drivers for resident involvement in housing.	1.1 Evaluate theories of resident involvement. 1.2 Discuss the impact of any legal and/or regulatory requirements for resident involvement. 1.3 Critically discuss the benefits of resident involvement.
2. Understand the impact of resident involvement on the delivery of housing services.	2.1 Explore the different type and scale of resident involvement in a housing organisation. 2.2 Evaluate the effectiveness of each approach to resident involvement. 2.3 Discuss the impact, of two contrasting approaches, on delivery of a housing service.

Equality and diversity in housing

Unit level: 4
Unit credit value: 6
Unit reference number: F/507/9253
CIH AO reference number: H405
Unit status: Optional

Unit purpose/aim

The aim of the unit is to provide learners with an understanding the importance of equality and diversity in delivering housing services and within their own organisation They will develop a thorough and critical awareness of the concepts, issues and good practice involved.

Learning outcomes	Assessment criteria
1. Understand the importance of equality and diversity in the delivery of housing services.	1.1 Compare the key concepts of equality and diversity. 1.2 Explain the legal and regulatory requirements in respect of equality and diversity on the delivery of housing services. 1.3 Evaluate the impact of taking an equality and diversity approach to the delivery of a housing service.
2. Understand how to promote equality and diversity in the context of own organisation.	2.1 Analyse current practice on equality and diversity in a housing organisation. 2.2 Explain how promoting equality and diversity supports the business and social goals of housing organisations. 2.3 Devise a plan to promote equality and diversity in a specific organisation.

Housing management services

Unit level: **4**
Unit credit value: **6**
Unit reference number: **A/507/9266**
CIH AO reference number: **H416**
Unit status: **Optional**

Unit purpose/aim

The unit aims to provide the learner with the knowledge of the key functions of housing management services. Learners will also consider approaches to how individuals access housing.

Learning outcomes	Assessment criteria
1. Understand the basis for the provision of housing services.	1.1 Explain different approaches to the provision of housing, i.e. lettings and shared ownership. 1.2 Identify legal responsibilities with regards to the provision of housing, i.e. homelessness.
2. Understand key housing management functions.	2.1 Analyse key housing management functions i.e. income maximisation, making best use of existing stock, lettings, empty properties, estate management, repairs and maintenance, tackling ASB and tenancy management. 2.2 Critically compare alternative models to delivering housing management services.
3. Understand how individuals access housing.	3.1 Evaluate different approaches to designing and delivering housing related services. 3.2 Identify the sources of support and advice available to individuals in accessing housing.

Housing need, demand and supply

Unit level: 4
Unit credit value: 6
Unit reference number: J/507/9254
CIH AO reference number: H406
Unit status: Optional

Unit purpose/aim

The unit aims to provide the learner with knowledge of the demographic profile of the country in which they operate and understand the impact this, and socio-economic factors, have on housing need, demand and supply. They will also examine a range of factors influencing local housing market strategies.

Learning outcomes	Assessment criteria
1. Understand the demographic profile of the country in which you operate and its impact on housing need and housing demand.	1.1. Analyse the demographic profile of the local area and relate it to national demography. 1.2. Differentiate between housing demand and housing need. 1.3. Explain the relationships between demographic profile and housing need and housing demand.
2. Understand the relationship between the demand for and the supply of housing across all tenures in the country in which you operate.	2.1. Discuss the factors that influence housing supply, demand and need in all forms of tenure, in the country in which you operate.
3. Understand the range of factors that influence local housing market strategies.	3.1 Evaluate the tools used by local authorities to understand their local housing markets. 3.2 Evaluate the impact that national policy and initiatives have on local housing market strategies.

Delivering housing support services for health and well being

Unit level: 4
Unit credit value: 6
Unit reference number: L/507/9255
CIH AO reference number: H412
Unit status: Optional

Unit purpose/aim

The unit aims to provide the learner with the knowledge required to deliver housing support services for health and well being.

Learning outcomes	Assessment criteria
1. Understand the role of partnership working in support planning and achieving positive outcomes from housing support services.	1.1 Evaluate the roles and responsibilities of individuals and organisations involved in supporting individuals. 1.2 Summarise the key housing support services for health and well being. 1.3 Assess the requirements for developing effective working relationships with colleagues in other organisations. 1.4 Critically assess the effectiveness of partnership working arrangements.
2. Understand the role of service user involvement in the design and delivery of housing support services for independent living.	2.1 Describe opportunities for service users to be involved in the design and delivery of support services for independent living. 2.2 Evaluate the impact of service user involvement in the delivery of support services for independent living.
3. Understand how to continually improve housing support services.	3.1 Evaluate the effectiveness of person centred needs and risk assessment and support planning processes. 3.2 Assess the implications for service delivery of person centred needs and risk assessments and support planning processes.

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. 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. 2.2 Explain the importance of teamwork. 2.3 Discuss how conflict can be resolved within teams. 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. 3.2. Evaluate how a particular change has been managed at a housing organisation.

Partnership working in housing

Unit level: 4
Unit credit value: 6
Unit reference number: Y/507/9257
CIH AO reference number: H408
Unit status: Optional

Unit purpose/aim

The unit aims to explore how partnership working takes place and contributes to the successful delivery of housing and related services. It also explores the skills required for successful partnership working.

Learning outcomes	Assessment criteria
1. Understand why partnership working is important.	1.1 Summarise the wider policy context which drives partnership working in a housing context. 1.2 Summarise the role of partnership working in providing expert advice and guidance in a housing context.
2. Understand the variety of ways partnership working in housing can take place.	2.1 Explain the variety of opportunities for partnership working from networking to joint ventures. 2.2 Evaluate two examples of partnership working in a housing context. 2.3 Critically examine the role of housing initiatives led by other agencies.
3. Understand the skills necessary for successful partnership working.	3.1 Summarise the skills necessary for successful partnership working.

Research skills for housing

Unit level: 4
Unit credit value: 6
Unit reference number: D/507/9258
CIH AO reference number: H409
Unit status: Optional

Unit purpose/aim

The unit aims to introduce learners to the principles of social science research methods for housing.

Learning outcomes	Assessment criteria
1. Understand why research is important for planning housing and housing related services.	1.1 Explain why research is important for planning and evaluating housing and housing related services.
2. Understand different research methods and research ethics.	2.1 Explain the difference between primary and secondary research data. 2.2 Evaluate the advantages and disadvantages of each. 2.3 Explain qualitative and quantitative research methods and their uses. 2.4 Discuss the ethical and data protection considerations associated with different research methods.
3. Be able to plan a research study.	3.1 Develop a plan for a research study which includes: • aims and objectives, and predicted outcomes, • an analysis of the ethical considerations of the proposed study, • a literature review on your chosen topic, • an evaluation of the effectiveness of your chosen research methods.

Strategies for promoting independent living and well being

Unit level: 4
Unit credit value: 6
Unit reference number: H/507/9259
CIH AO reference number: H413
Unit status: Optional

Unit purpose/aim

The unit will explore strategies for promoting independent living and for safeguarding individuals. It will also explore the technological and housing design tools available to support these strategies.

Learning outcomes	Assessment criteria
1. Understand the policy context of independent living and how it contributes to the integration of health and care.	1.1 Summarise the policy and legislative framework for housing with support and care. 1.2 Discuss the funding structures that underpin independent living and well being.
2. Understand local strategies for health and well being.	2.1 Analyse how local (housing, health and care) priorities are developed. 2.2 Evaluate how local strategies promote empowerment, independence and choice. 2.3 Evaluate how local strategies impact on organisational practice.
3. Understand organisational procedures to safeguard individuals with care and support needs.	3.1 Evaluate organisational procedures for safeguarding individuals with care and support needs.
4. Understand how technology, housing management practice and design can enable independent living to achieve health and well being.	4.1 Evaluate the role of technology in providing housing support services. 4.2 Evaluate how housing management practices support independent living and well being. 4.3 Summarise the role of housing design to support different client groups to maintain independent living and well being.

The framework for planning and development

Unit level: 4
Unit credit value: 6
Unit reference number: Y/507/9260
CIH AO reference number: H410
Unit status: Optional

Unit purpose/aim

The unit provides the learner with knowledge of the social, environmental and political context for planning and development of housing.

Learning outcomes	Assessment criteria
1. Understand the planning and development process for developing homes.	1.1 Analyse the social, environmental, political and legal context for planning and re / development of existing and new homes. 1.2 Explain the planning and development application process through concept, design and construction in relation to housing. 1.3 Summarise the key participants in the process. 1.4 Explain the strategic planning process in relation to housing.
2. Understand the funding and investment opportunities for the re / development of existing and new homes.	2.1. Summarise the funding and investment opportunities for the re / development of existing and new homes. 2.2. Evaluate the opportunities that housing organisations have for generating income for the development process.
3. Understand the regulatory, health and safety and quality frameworks for the re / development of existing and new homes.	3.1 Summarise the regulatory and quality frameworks for the re / development of existing and new homes. 3.2 Explain the health and safety framework for the re / development of existing and new homes.

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	Equivalence/exemption
Financing for housing L/507/9241	Housing economics and housing finance J/506/6276 & K/503/5098
Housing law R/507/9161	Housing law Y/506/6279 & M/503/5099
Housing policy Y/507/9162	Housing Policy A/506/6274 & R/503/1174
Housing need, demand and supply J/507/9254	Housing need, demand and supply L/503/1173 & M/506/6269
Housing management services A/507/9266	Housing management services H/503/1180
Managing people and change R/507/9256	Managing People D/503/1176
Customer service in housing F/507/9172	Customer care in a housing services context K/503/5246
Equality and diversity in housing F/507/9253	Equality and diversity in housing L/503/5238
Partnership working in housing Y/507/9257	Partnership working in housing R/503/5239
Research skills for housing D/507/9258	Research skills for housing T/503/5637
Professional practice skills for housing F/507/9169	Professional practice skills for housing R/503/5242
Buildings, communities and the environment M/507/9250	Buildings, Communities and the Environment K/503/1679
The framework for planning and development Y/507/9260	The Framework for Planning and Development H/503/1678
Resident involvement in housing services T/507/9251	Customer involvement in local services M/503/1179
Strategies for promoting independent living and well being H/507/9259	Strategies for promoting independent living K/503/1178
Delivering housing support services for health and well being L/507/9255	Housing support services for independent living H/503/1177

Mapping to chartered member expectations

Day one expectations from a Chartered Member	CIH qualification unit
Be able to…lead, provide vision and innovate in meeting objectives for an organisation.	Level 5 Leadership and management in housing
Be able to…communicate effectively with housing customers and colleagues. (implicitly)	Level 5 Managing relationships in housing
Be able to…find out what housing customers want.	
Be able to…talk to, understand and work with those who deliver and design related services which impact on housing.	
Be able to…support housing customers in securing homes and the resources to maintain their homes.	
Know…why good housing is critical to the health and well being of a community.	
Demonstrate…decision making based on fair, accurate and appropriate information.	Level 5 Ethical practice in housing
Demonstrate…impartiality in delivering a service.	
Demonstrate…resilience, honesty and integrity.	
Demonstrate…non-discrimination in his/her attitude to delivering a service.	Embedded in all appropriate units
Demonstrate…continuing professional development through a personal development plan to build, maintain and learn new skills and knowledge.	Level 4 Professional practice skills for housing
Demonstrate…working according to the CIH code of professional conduct.	
Know…how is housing delivered, regulated and financed through those organisations set up to achieve this.	Level 5 Strategic and business planning for housing organisations
Demonstrate…a belief in the objectives of delivering affordable, good quality homes to all in need.	
Know…the social, legal, cultural, economic and political context in which housing services are delivered and monitored.	Level 5 Housing in context
Know…the background to the provision and access to housing in the UK.	

Annex 1

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

The linkages shown are neither exhaustive, nor conclusive, as in some cases it will depend on what is taught as part of the course, and to what depth (e.g. the teaching of professional practice skills for housing may provide learners with opportunities to explore the skills that are detailed as part of the apprenticeship standard).

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

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

Knowledge	Legislation and regulation	Organisation background information	Assets	Customers and stakeholders	Context	Range of services	Organisational policies
Financing for housing		✓			✓		✓
Housing law	✓				✓		
Housing policy	✓				✓		
Professional practice skills for housing							
Buildings, communities and the environment	✓			✓			
Customer service in housing		✓		✓			✓
Resident involvement in housing services		✓		✓		✓	
Equality and diversity in housing		✓		✓		✓	✓
Housing management services			✓	✓		✓	✓
Housing need, demand and supply		✓	✓		✓		
Delivering housing support services for health and well being		✓		✓		✓	
Managing people and change		✓					✓
Partnership working in housing				✓		✓	
Research skills for housing							

Knowledge	Legislation and regulation	Organisation background information	Assets	Customers and stakeholders	Context	Range of services	Organisational policies
Strategies for promoting independent living and well being	✓			✓	✓	✓	✓
The framework for planning and development	✓		✓				✓

Skills	Customer service	Communication	Collaborative working	Respond to vulnerability	Information collection and sharing	Influencing and negotiating	People management	Performance and project management	Decision making and prioritising	Tools and equipment
Financing for housing									✓	
Housing law										
Housing policy										
Professional practice skills for housing	✓									
Buildings, communities and the environment										
Customer service in housing	✓									
Resident involvement in housing services										
Equality and diversity in housing										
Housing management services										
Housing need, demand and supply										
Delivering housing support services for health and well being				✓						
Managing people and change			✓				✓			
Partnership working in housing	✓	✓				✓				
Research skills for housing					✓					✓
Strategies for promoting independent living and well being										
The framework for planning and development										

Behaviours	Responsive	Trust and dependability	Adaptability	Self motivation	Resilience	Leadership	Personal development	Customer care	Team work
Financing for housing									
Housing law									
Housing policy									
Professional practice skills for housing		✓					✓		
Buildings, communities and the environment									
Customer service in housing									
Resident involvement in housing services									
Equality and diversity in housing									
Housing management services									
Housing need, demand and supply									
Delivering housing support services for health and well being									
Managing people and change									✓
Partnership working in housing									
Research skills for housing									
Strategies for promoting independent living and well being									
The framework for planning and development									

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