Qualification specification

CIH Level 4 Certificate in Homelessness Services Management

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), Qualifications Scotland 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 610/6480/4.
The operational start date is 24 October 2025.
The CIH scheme code is 4HS01.

Contact us

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

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Date	Version	Summary of Changes
January 2026	2601	Added AC 1.1 to professionalism unit
February 2026	2602	Updated SQA Accreditation to Qualifications Scotland Accreditation Replaced reference to centre handbook with policies and guidance documents. Added CCEA Regulation accreditation to the about section Annex 3 added to show which units align to NOS Annex 4 added to show which units can align to the Competence and conduct requirement (England).

About the qualification

The qualification is a level 4 occupational qualification for the homelessness and housing sectors regulated by Ofqual and Qualifications Wales and accredited by CCEA Regulation.

The objective of this qualification is to provide practitioners with the knowledge and skills to support effective management of homelessness services.

The qualification aims to provide knowledge and skills to manage and deliver person-centred and trauma-informed services that enable successful outcomes for people experiencing homelessness.

It also develops understanding of the causes and context of homelessness, including related policy and legislation and how this relates to service provision, working in partnerships, managing and improving services, team management, co production, and professionalism, including reflective practice and CPD.

The qualification is suitable for learners who are working in homelessness services or related sectors who are aspiring to progress into a team leader or management role in a homelessness service.

It is also suitable for people who are in team leader or management roles in homelessness services who would like to develop their knowledge and skills.

Entry requirements

For this qualification the learner must be working or volunteering in homelessness, housing, or a related sector to facilitate achievement of the assessment criteria.

CIH AO also suggest it may be beneficial for the learner to have one or some of the following:

- Have completed a level 3 homelessness or housing qualification
- Have completed a qualification at level 3.

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

Progression routes

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

- Homelessness Service Manager / Team leader
- Outreach/ Rough Sleeping Services Manager / Team leader
- Hostel / Supported Accommodation Manager / Team leader
- Housing Options Manager / Team leader
- Foodbank Manager / Team leader
- Day Centre / Drop in Manager / Team leader.

Learners may wish to progress to further study, such as the CIH Level 5 Diploma in Housing, if they would like to build on their knowledge with a housing-focused approach to homelessness services.

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

Level 4 descriptors

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

Knowledge descriptor (the holder…)	Skills descriptor (the holder can…)
Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. 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: Qualifications can Cross Boundaries: A guide to comparing qualifications in the UK and Ireland.

Qualification structure

Qualification title: CIH Level 4 Certificate in Homelessness Services Management

Learners must achieve 30 credits from all five mandatory units to be awarded the qualification.

The recommended guided learning hours (GLH) for the qualification are approximately 135. The total qualification time is expected to be approximately 300 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 five mandatory units, the learner must achieve all five units (30 credits).

Unit title	Credits	Level	GLH	Page
Context of homelessness and homelessness services A/651/7946	6	4	30	12
Managing and delivering trauma-informed homelessness services D/651/7947	6	4	30	14
Partnership working in homelessness services F/651/7948	6	4	30	16
Managing and improving homelessness services H/651/7949	6	4	30	18
Professionalism in homelessness services L/651/7950	6	4	15	20

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 Housing-related qualification at level 4 or above, or;
- Enrolment and completion of a recognised Homelessness, Housing, or Housing-related qualification at level 4 or above within an agreed time period, or;
- Minimum 2-years' experience of working in a Homelessness, Housing or Housing-related organisation at Team leading or management level or above, or;
- Professional-level membership of a recognised Homlessness, or 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 be involved in the delivery or assessment of any qualification / unit they review.

Further details on current teaching and assessing qualifications can be found on the websites of the appropriate UK qualifications regulators for England, Wales, Northern Ireland and Scotland.

Trainee staff

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

Continued Professional Development

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

Assessment

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

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

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

Centre devised assessments

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

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

Assessment principles

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

Validity

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

Reliability

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

Comparability

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

Manageability

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

Minimise bias

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

Assessment methods

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

- Portfolio of evidence
- Assessment tasks/ assignment briefs
- Witness testimony
- Reflective report/ account
- Task based assessments
- Demonstration/ assignment
- Presentation
- Professional interview/ discussion
- Case study or simulated scenario.

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

Special considerations and reasonable adjustments

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

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

- If the learner misses part of the assessment due to circumstances beyond their control Or
- The learner is present for the assessment but may have been disadvantaged by:
  - o Temporary illness
  - o Injury
  - o 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.

Context of homelessness and homelessness services

Unit level:	4
Unit credit value:	6
Unit reference number:	A/651/7946
CIH AO reference number:	HS401
Unit status:	Mandatory
GLH/TUT:	30/60

Unit purpose/aim

The aim of this unit is to develop an understanding of the causes, consequences, and policy and legal frameworks surrounding homelessness. It includes learning on the statutory and voluntary services available. Learners will also explore how homelessness services are delivered, their effectiveness, and their impact on individuals at risk or experiencing homelessness.

Learning outcomes	Assessment criteria
1. Understand causes and impacts of homelessness.	1.1 Examine how structural and individual **factors** can contribute to homelessness. 1.2 Explain the immediate and long-term consequences of homelessness to individuals.
2. Understand the link between government policy and homelessness service delivery.	2.1 Summarise statutory and voluntary services that are available for people who are experiencing or at risk of homelessness. 2.2 Outline the **historical development** of government homelessness policy. 2.3 Summarise the key factors shaping the development of current homelessness policy. 2.4 Discuss the impact that national and local policy has on the delivery and funding of local homelessness services in practice.
3. Understand the statutory framework for the provision of services to people experiencing or at risk of homelessness.	3.1 Outline homelessness legislation. 3.2 Outline **wider legislation** that can relate to people at risk of or experiencing homelessness. 3.3 Explain the statutory responsibilities of local authorities and public services to people experiencing or at risk of homelessness.
4. Understand the aim and impact of homelessness services.	4.1 Critically discuss the aim, purpose and **limitations** of different homelessness services.

	4.2 Review how effectively a service meets the varying needs of **people** experiencing or at risk of homelessness.

Tutor and assessor guidance
The policy and legislation covered in the unit must be relevant to the learner's own nation of study/ operation.
AC 1.1 **Factors contributing to homelessness** e.g. multiple disadvantage, substances, protected characteristics, lack of social network, socioeconomic background, stigma.
AC 2.2 **Historical development** should start from Housing (Homeless Persons) Act 1977 and include devolved policy from 1999 for the learner's own nation of study/ operation.
AC 3.2 **Wider legislation,** e.g. safeguarding, mental capacity, GDPR, consent, managing sensitive information, Equality, Diversity & Inclusion, discrimination, immigration.
AC 4.1 **Limitations** including supporting people with unmet complex needs.
AC 4.2 Consider **people** with e.g. different protected characteristics, couples, families, experiencing substance misuse.

Managing and delivering trauma-informed homelessness services

Unit level: 4
Unit credit value: 6
Unit reference number: D/651/7947
CIH AO reference number: HS402
Unit status: Mandatory
GLH/TUT: 30/60

Unit purpose/aim

This unit aims to equip learners with the knowledge and skills to deliver psychologically informed, trauma-informed, and person-centred homelessness services. It also covers content on safeguarding, managing and supporting teams in homelessness services and change management.

Learning outcomes	Assessment criteria
1. Understand psychologically-informed and trauma-informed homelessness services.	1.1 Discuss how: • psychologically-informed practice • trauma-informed approaches • psychologically-informed environment (PIE) can be used in a homelessness service to support positive outcomes. 1.2 Discuss how a manager can embed psychologically and trauma-informed approaches, and PIE in the culture of a homelessness service.
2. Be able to deliver person-centred homelessness services.	2.1 Identify the range of referral sources into a homelessness service. 2.2 Explain how the referral source and **individual needs** can influence the type of support provided. 2.3 Evaluate the effectiveness of strengths-based needs and risk assessment and support planning in practice. 2.4 Create an inclusive person-centered policy for a homelessness service.
3. Understand safeguarding responsibilities in homelessness services.	3.1 Explain safeguarding and **responsibilities** to protect **different groups of people** from harm and abuse in homelessness services. 3.2 Examine the responsibilities of the safeguarding lead in practice.
4. Understand how to manage teams in homelessness services.	4.1 Explain **methods** of effective team management in homelessness services.

	4.2 Describe key factors that contribute to the development of high-performing teams in homelessness services. 4.3 Evaluate strategies for managing **workplace stress**, supporting wellbeing, and building resilient teams in homelessness services.
5. Be able to manage change in homelessness services.	5.1 Explain theories for managing change. 5.2 Create a change management plan for a homelessness service considering psychologically informed and trauma informed practice.

Tutor and assessor guidance
AC 2.2 **Individual needs** considering e.g. risk, urgency, complexity of needs.
AC 3.1 **Responsibilities**, e.g. legislation, ethics, capacity of individuals, staff training. **Different groups of people** including e.g. single people, couples, families.
AC 4.1 **Methods** including psychologically informed and trauma informed practice.
AC 4.3 **Workplace stress** including potential vicarious trauma.

Partnership working in homelessness services

Unit level:	4
Unit credit value:	6
Unit reference number:	F/651/7948
CIH AO reference number:	HS403
Unit status:	Mandatory
GLH/TUT:	30/60

Unit purpose/aim

This unit aims to develop learners' understanding of effective partnership working, and safeguarding, and data sharing across homelessness services.

It also equips learners with the skills to manage partner relationships, participate in multidisciplinary team meetings, and promote collaborative, safe, and accountable partnership working environments.

Learning outcomes	Assessment criteria
1. Understand partnership working in homelessness services.	1.1 Describe the principles of partnership working in homelessness services. 1.2 Critically evaluate **partnership working arrangements** between different **organisations** in homelessness services.
2. Understand relationships with partners.	2.1 Describe the skills required to build and maintain effective partnerships between organisations. 2.2 Evaluate the role of communication and negotiation when working with other services. 2.3 Explain strategies that can be used to resolve issues in partnership working relationships.
3. Understand safeguarding and data sharing between partner organisations.	3.1 Explain data collection and sharing protocols between partner organisations. 3.2 Compare data sharing protocols used in practice. 3.3 Compare and contrast examples of effective and ineffective safeguarding practices between partner organisations in homelessness services.
4. Be able to participate in multidisciplinary team (MDT) meetings.	4.1 Outline the roles and responsibilities of professionals and organisations involved in MDT meetings with homelessness services. 4.2 Explain how people experiencing or at risk of homelessness can be safely involved in MDT meetings.

| | 4.3 Demonstrate the skills required to participate and advocate effectively in an MDT meeting. |
| | 4.4 Review examples of successful and unsuccessful MDT meetings in practice. |

Tutor and assessor guidance
AC 1.2 **Partnership working arrangements** e.g. Making every adult matter (MEAM) referral partnership, data sharing, commissioning. **Organisations** e.g. local and national, statutory, commissioned, voluntary and community groups.

Managing and improving homelessness services

Unit level:	4
Unit credit value:	6
Unit reference number:	H/651/7949
CIH AO reference number:	HS404
Unit status:	Mandatory
GLH/TUT:	30/60

Unit purpose/aim

This unit aims to develop learners' ability to manage risk and develop organisational policies in homelessness services as well as effective budgeting, reporting, and performance monitoring.
It also equips learners to apply co-production principles, involving people with lived experience in the design and improvement of services.

Learning outcomes	Assessment criteria
1. Be able to manage risks in homelessness services.	1.1 Review **legislation and organisational policies** designed to protect staff. 1.2 Carry out a planned risk assessment for a homelessness service. 1.3 Describe factors to consider when conducting a dynamic risk assessment. 1.4 Create a risk management policy for a homelessness service.
2. Understand finance management in a homelessness service.	2.1 Explain budget and finance management practices used in a homelessness service.
3. Be able to use data for reporting and service improvement.	3.1 Identify the performance metrics that a homelessness service is required to meet. 3.2 Gather, collate, and analyse data for statutory and organisational reporting against performance metrics. 3.3 Develop a case for an improvement in a homelessness service based on data.
4. Understand co-production in designing and improving homelessness services.	4.1 Summarise the range of opportunities and **support available** for people with lived or living experience to be involved in how a service is designed and delivered. 4.2 Critically assess the application of different models of co-production to homelessness services. 4.3 Evaluate how co-production has contributed to an organisational improvement in a homelessness service.

Tutor and assessor guidance
AC 1.1 **Legislation and organisational policies** e.g. health and safety, ED&I, equality legislation.
AC 4.1 **Support available** including ensuring that co-production is carried out in a trauma informed way.

Professionalism in homelessness services

Unit level:	4
Unit credit value:	6
Unit reference number:	L/651/7950
CIH AO reference number:	HS405
Unit status:	Mandatory
GLH/TUT:	15/60

Unit purpose/aim

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

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

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

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
Professionalism in homelessness services Unit number L/651/7950	Professionalism in housing Unit number Y/651/3056

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	Descriptor
Analyse	Separate information into components and examine their characteristics in detail identifying any benefits
Apply	Put into effect in a recognised way
Carry out	Complete an activity or a task
Compare	Identify in detail similarities
Compare and contrast	Examine the subjects in detail, identify similarities and differences , consider these from different perspectives
Create	Produce an item or solution to a problem
Critically assess	Make an informed judgement by evaluating information and using critical thinking to take into account weaknesses, limitations and benefits
Critically discuss	Examine in detail weaknesses, limitations and benefits of the topic by evaluating available information.
Critically evaluate	Consider weaknesses, limitations and benefits of available evidence.
Demonstrate	Show an understanding of/ or skills related to a topic or situation
Describe	Set out characteristics
Develop	Take forward or build upon given information
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Judge from available evidence
Examine	Investigate in detail
Explain	Set out purposes or reasons
Identify	Name or otherwise characterise
Outline	Set out main characteristics
Review	Survey information considering its merit
Summarise	Present principal points without detail

Annex 2 CIH Professional standards

Below is an indication of how the content of the units may link to the CIH professional standards. Information on the professional standards can be found on the CIH website.

CIH professional standards	CIH Level 4 Certificate in Homelessness Service Management				
	Context of homelessness and homelessness services	Managing trauma-informed homelessness services	Working with partnership services to support people	Delivering and improving a homelessness services	Professionalism in 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 4 Certificate in Homelessness Service Management				
	Context of homelessness and homelessness services	Managing trauma-informed homelessness services	Working with partnership services to support people	Delivering and improving a homelessness services	Professionalism in 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.		✓		✓	

Annex 3 National Occupational Standards (NOS)

The below table is designed to give an indication of how the qualification links to the NOS for housing.

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 more information on NOS see: https://www.ukstandards.org.uk/en.

Unit	Assessment Criteria	NOS Title	NOS URN
Context of homelessness and homelessness services	1.1 Examine how structural and individual factors can contribute to homelessness.	Provide support to customers to reduce the risk of homelessness	INSHOU36
	1.2 Explain the immediate and long-term consequences of homelessness to individuals.		
	2.1 Summarise statutory and voluntary services that are available for people who are experiencing or at risk of homelessness.		
	2.2 Outline the historical development of government homelessness policy.	Contribute to housing reviews, strategies and plans	INSHOU44
	2.3 Summarise the key factors shaping the development of current homelessness policy.		
	2.4 Discuss the impact that national and local policy has on the delivery and funding of local homelessness services in practice.		
	3.1 Outline homelessness legislation.	Provide support to customers to reduce the risk of homelessness	INSHOU36
	3.2 Outline wider legislation that can relate to people at risk of or experiencing homelessness.		
	3.3 Explain the statutory responsibilities of local authorities and public services to people experiencing or at risk of homelessness.		
	4.1 Critically discuss the aim, purpose and limitations of different homelessness services.		
	4.2 Review how effectively a service meets the varying needs of people experiencing or at risk of homelessness.		
Managing and delivering trauma-informed homelessness services	1.1 Discuss how psychologically-informed practice, trauma-informed approaches, and PIE can be used in a homelessness service to support positive outcomes.	Develop practices which promote choice, well-being and protection of all individuals	INSHOU48
	1.2 Discuss how a manager can embed psychologically and trauma-informed approaches, and PIE in the culture of a homelessness service.		
	2.1 Identify the range of referral sources into a homelessness service.		

Unit	Assessment Criteria	NOS Title	NOS URN
	2.2 Explain how the referral source and individual needs can influence the type of support provided.		
	2.3 Evaluate the effectiveness of strengths-based needs and risk assessment and support planning in practice.		
	2.4 Create an inclusive person-centered policy for a homelessness service.		
	3.1 Explain safeguarding and responsibilities to protect different groups of people from harm and abuse in homelessness services.	Assess and act on the risk of danger, harm or abuse	INSHOU33
	3.2 Examine the responsibilities of the safeguarding lead in practice.		
	4.1 Explain methods of effective team management in homelessness services.	Recruit, manage and develop individuals in your team	INSHOU37
	4.2 Describe key factors that contribute to the development of high-performing teams in homelessness services.		
	4.3 Evaluate strategies for managing workplace stress, supporting wellbeing, and building resilient teams in homelessness services.		
	5.1 Explain theories for managing change.	Identify and implement change to improve housing services	INSHOU54
	5.2 Create a change management plan for a homelessness service considering psychologically informed and trauma informed practice.		
Partnership working in homelessness services	1.1 Describe the principles of partnership working in homelessness services.	Develop and sustain partnership or collaborative working arrangements	INSHOU28
	1.2 Critically evaluate partnership working arrangements between different organisations in homelessness services.		
	2.1 Describe the skills required to build and maintain effective partnerships between organisations.		
	2.2 Evaluate the role of communication and negotiation when working with other services.		
	2.3 Explain strategies that can be used to resolve issues in partnership working relationships.		
	3.1 Explain data collection and sharing protocols between partner organisations.	Maintain and update records and reports	INSHOU51
	3.2 Compare data sharing protocols used in practice.		
	3.3 Compare and contrast examples of effective and ineffective safeguarding practices between partner organisations in homelessness services.	Assess and act on the risk of danger, harm or abuse	INSHOU33
	4.1 Outline the roles and responsibilities of professionals and organisations involved in MDT meetings with homelessness services.	Develop and sustain partnership or collaborative working arrangements	INSHOU28
	4.2 Explain how people experiencing or at risk of homelessness can be safely involved in MDT meetings.	Assist customers to identify and access personal development opportunities	INSHOU26

Unit	Assessment Criteria	NOS Title	NOS URN
	4.3 Demonstrate the skills required to participate and advocate effectively in an MDT meeting.	Develop and sustain partnership or collaborative working arrangements	INSHOU28
	4.4 Review examples of successful and unsuccessful MDT meetings in practice.		
Managing and improving homelessness services	1.1 Review legislation and organisational policies designed to protect staff.	Promote safe, ethical and sustainable practice in your area of responsibility	INSHOU16
	1.2 Carry out a planned risk assessment for a homelessness service.	Assess and act on the risk of danger, harm or abuse	INSHOU33
	1.3 Describe factors to consider when conducting a dynamic risk assessment.		
	1.4 Create a risk management policy for a homelessness service.	Promote safe, ethical and sustainable practice in your area of responsibility	INSHOU16
	2.1 Explain budget and finance management practices used in a homelessness service.	Maintain and update records and reports	INSHOU51
	3.1 Identify the performance metrics that a homelessness service is required to meet.		
	3.2 Gather, collate, and analyse data for statutory and organisational reporting against performance metrics.		
	3.3 Develop a case for an improvement in a homelessness service based on data.	Identify and implement change to improve housing services	INSHOU54
	4.1 Summarise the range of opportunities and support available for people with lived or living experience to be involved in how a service is designed and delivered.	Develop and promote customer involvement in the organisation	INSHOU29
	4.2 Critically assess the application of different models of co-production to homelessness services.		
	4.3 Evaluate how co-production has contributed to an organisational improvement in a homelessness service.		
Professionalism in homelessness services	1.1 Explain what 'professionalism' means in a homelessness context with reference to the CIH Code of Conduct and Code of Ethics.	Promote safe, ethical and sustainable practice in your area of responsibility	INSHOU16
	1.2 Explain why a culture of professionalism is important within a homelessness service.		
	2.1 Analyse own professional practice against CIH professional standards.		
	3.1 Explain why it is important to apply professional judgement and professional boundaries in a homelessness service context.		
	3.2 Explain how to use reflective practice in learning through experience.		
	3.3 Describe a workplace situation that has challenged own professional judgement.		

Unit	Assessment Criteria	NOS Title	NOS URN
	3.4 Apply a reflective practice model to the situation described in assessment criteria 3.3.		
	4.1 Explain the importance of Continuing Professional Development (CPD) for homelessness service professionals.		
	4.2 Create a professional development plan to support current role, and future goals and challenges.		

Annex 4 Competence and Conduct alignment

Below is an indication of where the unit content links to the Competence and Conduct for Social Housing Policy (England) qualification requirements for Level 4 qualifications, required by Senior Managers of Registered Providers, and Relevant Managers of Services Providers of Registered Providers.

Please see the policy statement for more information.

Units	a. Professional practice skills for housing management such as collaborative working, exercising professional judgement and ethical practices;	b. Equality, diversity and inclusion, and awareness of a range of needs and vulnerabilities (for example, disabilities);	c. Customer service in housing including effective engagement with tenants and delivering respectful and professional housing services;	d. National housing policy (including its historical context), and law and regulation relevant to housing management in social housing;
Context of homelessness and homelessness services		✓	✓	✓
Managing and delivering trauma-informed homelessness services	✓	✓	✓	✓
Partnership working in homelessness services	✓	✓	✓	✓
Managing and improving homelessness services			✓	✓
Professionalism in homelessness services	✓	✓	✓	

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