

CIH Awarding Body Qualification Specification



CIH Level 4 Certificate in Housing 500/1338/5

Accreditation start date: 01/09/2007

Accreditation end date: 31/12/2011

Certification end date: 31/12/2014

and

CIH Level 4 Diploma in Housing 500/1339/7

Accreditation start date: 01/09/2007

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Accreditation end date: 31/12/2011

Certification end date: 31/12/2014

March 2011

CIH Level 4 Certificate in Housing

CIH Level 4 Diploma in Housing

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1. The CIH Awarding Body

The Chartered Institute of Housing (CIH) is an awarding body for national qualifications at levels 2, 3 and 4. The qualifications are awarded by CIH and cover the work of those people who are employed or are active in housing management in the statutory, voluntary and private sectors. Part of the Institute's mission is to identify training and education needs for the housing sector and to develop qualifications that can be accessed by a range of different modes of delivery: through universities, colleges, distance learning and in partnership with employers. The CIH believes that qualified staff will improve service delivery to tenants, residents, service users and employers and increase their value to their organisation.

2. Who is the qualification suitable for?

The qualifications are practitioner led and as such are a direct response to the current needs of employers in a period of rapid development of the social housing role.

The CIH Level 4 Diploma in Housing has been designed on the new CIH 'expectations' for corporate membership developing the skills and knowledge for the current challenges in Housing. The CIH Level 4 Diploma in Housing provides progression to a Level 5 qualification in Housing delivered through validated Institutes of Higher Education leading to corporate membership of the CIH.

The qualifications are suitable for:

- People aged 18+ in England, Wales and Northern Ireland.

The qualification level

The qualifications are set at Level 4 of the National Qualifications Framework (NQF). 'Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs and/or managing and developing others. Level 4 qualifications are at a level equivalent to certificates of Higher Education.' – QCA (now Ofqual), Proposed level indicators in the NQF.

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3. The qualification structure

The CIH Level 4 qualifications provide:

- A one year Level 4 Certificate in Housing with the opportunity to follow a specialist pathway in:
 - Housing Support
 - Planning and Development
 - Student Accommodation Management
 - Neighbourhood and Community Services
 - Governance
- Followed by a second year programme to meet the CIH Level 4 Diploma in Housing.

The qualifications are structured as follows:

Level 4 Certificate (Year 1)			CATs	Level 4 Diploma (Year 2)			CATs
Unit C1	Housing and Society		10	Unit D1	Housing Economics		10
Unit C2	Housing Policy		10	Unit D2	Housing Law		10
Unit C3	Customer Service for housing		10	Unit D3	Partnership Working in Housing		10
Unit C4	Managing People plus		10	Unit D4	Professional Practice Skills for Housing		10
One Pathway made up of 2 units			20	Unit D5	Diversity for Housing		10
				Unit D6	Research for Housing		10
Total			60	Total			60

The CIH Level 4 Certificate in Housing

There are six units for the CIH Level 4 Certificate in Housing. They are all of equal weighting at 10 CATs each. On successful completion of six units learners will be awarded the CIH Level 4 Certificate in Housing with an endorsement to reflect the specialist pathway. The learner must achieve 4 core mandatory units and 2 mandatory units for their chosen specialist pathway, in order to achieve the CIH Level 4 Certificate in Housing.

The four core units, which are mandatory, are:

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit C1	Housing and Society	L/500/2059	10 CATs	Core
Unit C2	Housing Policy	J/500/2058	10 CATs	Core
Unit C3	Customer Service for Housing	F/500/2060	10 CATs	Core
Unit C4	Managing People	M/500/2068	10 CATs	Core

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Specialist Pathways

There are five pathways to choose from, two specified units must be achieved, along with the core units, for the award of the qualification:

- Housing with Care and Support
- Planning and Development
- Student Accommodation Management
- Neighbourhood and Community Services
- Governance

Student Accommodation Management Pathway

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit P5a	The Context for Student Accommodation Management	T/500/2069	10	Pathway
Unit P5b	Delivering Student Accommodation Management Services	J/500/2061	10	Pathway

Housing Support Pathway

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit P6a	Supported Housing Services	L/500/2062	10	Pathway
Unit P6b	Housing Support for Clients	R/500/2063	10	Pathway

Planning and Development Pathway

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit P7a	The Framework for Planning and Development	Y/500/2064	10	Pathway
Unit P7b	Buildings, Communities and the Environment	D/500/2065	10	Pathway

Neighbourhood and Community Services Pathway

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit P8a	Customer and Neighbourhood Services	H/500/2066	10	Pathway
Unit P8b	Housing Management	K/500/2067	10	Pathway

Governance Pathway

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit P9a	Governance and Management	M/500/2071	10	Pathway
Unit P9b	The Governance of Housing Businesses	T/500/2072	10	Pathway

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The CIH Level 4 Diploma in Housing

There are 12 units for the CIH Level 4 Diploma in Housing. They are all of equal weighting (10 CAT points each). On successful completion of all 12 units learners will be awarded the CIH Level 4 Diploma in Housing. The diploma is comprised of the unit requirements for the; The Level 4 Certificate in Housing (specialist pathway) and the six mandatory units listed below.

CIH Unit Code	Unit Title	Accreditation Number	CATs Points	Type
Unit D1	Housing Economics	F/500/2088	10	Core
Unit D2	Housing Law	J/500/2089	10	Core
Unit D3	Partnership Working in Housing	A/500/2090	10	Core
Unit D4	Professional Practice Skills for Housing	F/500/2091	10	Core
Unit D5	Diversity for Housing	J/500/2092	10	Core
Unit D6	Research for Housing	R/500/2094	10	Core

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4. Core Units for the Level 4 Certificate and Diploma in Housing

Title	Housing and Society		
Level	4		
Unit C1	L/500/2059	Core	10 CATs
Unit aims <p>This unit requires learners to understand the broader social context in which housing is provided. It looks at the relationship between demography and housing need, the demand and supply of housing, the UK stock profile and tenure differences. It also introduces learners to issues relating to social exclusion, promoting inclusion and a wider diversity agenda for housing.</p>			
Learning outcomes <p>The learner will:</p> <p>C1.1 Summarise the demographic profile of the UK and explain its impact on housing need.</p> <p>C1.2 Analyse the relationship between the demand for and the supply of housing in the UK across a range of tenures.</p> <p>C1.3 Explain the causes and effects of social exclusion and assess strategies for promoting greater inclusion.</p> <p>C1.4 Identify the characteristics of sustainable communities and apply this to examples drawn from practice.</p> <p>C1.5 Demonstrate an applied understanding of diversity and equal opportunities.</p>			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 12 Contribute to housing review, strategies and plans		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Housing Policy		
Level	4		
Unit C2	J/500/2058	Core	10 CATs
Unit aims This unit introduces learners to the policy context for housing. It establishes the policy framework for housing and outlines the principal players in the policy setting arena. It asks learners to consider current and future policy trends for housing, implications for practice and regional and national variations.			
Learning outcomes The learner will: <ul style="list-style-type: none"> C2.1 Summarise the policy making processes in the UK demonstrating an awareness of national and regional variations. C2.2 Outline the roles and relationships between different groups, bodies and organisations involved in the policy making process. C2.3 Critically evaluate several current policy issues and assess their impact on housing practice. C2.4 Suggest and evaluate future policy trends for housing and assess their impact on housing practice. C2.5 Identify examples of differences in housing policy in different countries of the UK and analyse their impact on housing practice. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Customer Service for Housing		
Level	4		
Unit C3	F/500/2060	Core	10 CATs
Unit aims This unit introduces learners to the range of housing providers, the variety of housing related services in the UK; and the principles and application of customer care in a housing context.			
Learning outcomes The learner will: <ul style="list-style-type: none"> C3.1 Describe the main types of housing and housing service providers in the UK and summarise the range of services they provide. C3.2 Summarise the principles of customer care for housing and assess the impact of a customer focused housing service on providers and clients. C3.3 Outline different approaches to service user involvement and assess their application to housing practice. C3.4 Critically evaluate quality measures for housing using examples of good practice. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 02 Develop productive working relationships with colleagues and stakeholders H4 14 Implement and manage feedback processes with customers and stakeholders		
Mode of assessment	Externally set (Assignment task devised by CIH, marked by centre, internally moderated and externally moderated.)		
Guided learning hours	100		

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Title	Managing People		
Level	4		
Unit C4	M/500/2068	Core	10 CATs
Unit aims This unit provides an introduction to the study of supervisory management. This includes team leadership, supervising staff (including a dispersed workforce), and identifying training and development needs.			
Learning outcomes The learner will: <ul style="list-style-type: none"> C4.1 Investigate a range of human resource practices in housing organisations, in particular; recruitment, training, team management and motivating staff. C4.2 Explore a range of approaches and strategies associated with managing a dispersed work force effectively. C4.3 Use theories and models of key concepts such as organisational power, organisational culture and structures, and individual motivation to help manage change and stability effectively. C4.4 Explain good practice in selecting, recruiting, motivating and communicating with staff. C4.5 Explain why it is important to work as part of a team and discuss how conflict can be resolved within teams. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 02 Develop productive working relationships with colleagues and stakeholders H4 04 Manage and develop individuals		
Mode of assessment	Centre devised		
Guided learning hours	100		

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5. Pathway units for Level 4 Certificate and Diploma in Housing

Title	The Context for Student Accommodation Management		
Level	4		
Unit P5a	T/500/2069	Pathway	10 CATs
This unit is mandatory for the 'Student Accommodation Management' pathway.			
Unit aims This unit requires learners to explore the framework for Further and Higher Education in the UK and to consider the various types of accommodation Further and Higher Education provides and facilitates and the wide range of activities accommodation officers undertake in their role.			
Learning outcomes The learner will: P5a.1 Outline the framework for Further and Higher Education in the UK. P5a.2 Identify and assess the various forms of accommodation service provided within Further and Higher Education. P5a.3 Compare and contrast the roles of the accommodation service in three different institutions. P5a.4 Critically evaluate the role of private sector housing in student accommodation.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 13 Enable the availability of additional homes		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Delivering Student Accommodation Management Services		
Level	4		
Unit P5b	J/500/2061	Pathway	10 CATs
This unit is mandatory for the 'Student Accommodation Management' pathway.			
Unit aims This unit explores a range of approaches to the delivery of housing related and support services to diverse student groups living in student accommodation.			
Learning outcomes The learner will: P5b.1 Compare and contrast approaches to housing management for college owned student accommodation, private sector housing and other forms of provision. P5b.2 Apply the principles of diversity and equal opportunities to the provision of student accommodation services. P5b.3 Outline strategies for advice giving and counselling in the student accommodation management service with reference to good practice. P5b.4 Identify strategies for marketing and promoting accommodation for students. P5b.5 Summarise and evaluate approaches to delivering a customer focused student accommodation services.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 14 Implement and manage feedback processes with customers and stakeholders		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Supported Housing Services		
Level	4		
Unit P6a	L/500/2062	Pathway	10 CATs
This unit is mandatory for the 'Housing Support' pathway.			
Unit aims This unit requires learners to understand the policy context for supported living and the development of housing support services in recent years. In addition learners will evaluate issues relating to working with other professions and agencies and good practice.			
Learning outcomes The learner will: <ul style="list-style-type: none"> P6a.1 Describe the main types of service providers for people with different support needs and summarise the services they provide. P6a.2 Explain the statutory, regulatory and funding framework in which supported housing services are located. P6a.3 Assess the effectiveness of approaches to advice giving and advocacy for people with support needs and relate to good practice. P6a.4 Assess the housing design needs of different client groups against the Lifetime Homes standard. P6a.5 Consider current approaches and initiatives to the supported housing sector. P6a.6 Summarise and evaluate opportunities for multi-agency working with different statutory, voluntary and independent sector groups. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 15 Set up and manage partnership working arrangements H4 20 Develop joint working arrangements and practices and review their effectiveness		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Housing Support for Clients		
Level	4		
Unit P6b	R/500/2063	Pathway	10 CATs
This unit is mandatory for the 'Housing Support' pathway.			
Unit aims This unit addresses issues relating to the provision of support and support related services to clients. It looks at issues relating to needs assessment and support-planning and the management of support services. It addresses client-focused approaches to service delivery within the broader context of promoting empowerment, independence and choice.			
Learning outcomes The learner will: P6b.1 Explain the role of prevention in the supporting of clients. P6b.2 Identify and evaluate strategies to promote empowerment, independence and choice. P6b.3 Evaluate the effectiveness of needs, risk assessment and support planning processes and the implications for service delivery. P6b.4 Evaluate the strategic role of assistive technology in providing housing and services to people with support needs.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 16 Develop practices which promote choice, well-being and protection of all individuals H4 17 Assess individual needs and preferences H4 18 Produce, evaluate and amend service delivery plans to meet individual needs and preferences		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	The Framework for Planning and Development		
Level	4		
Unit P7a	Y/500/2064	Pathway	10 CATs
This unit is mandatory for the 'Planning and Development' pathway.			
Unit aims This unit explores the social, environmental and political context for planning and development. It introduces learners to the planning process and participative development.			
Learning outcomes The learner will: <p>P7a.1 Analyse the social, environmental and political context for planning and development.</p> <p>P7a.2 Explain the planning and development process through concept, design and construction and the key participants involved in developing new homes and major refurbishment.</p> <p>P7a.3 Describe the funding regime for the development of new homes and major refurbishment.</p> <p>P7a.4 Summarise the regulatory, health and safety and quality frameworks for the development of new homes and major refurbishment.</p> <p>P7a.5 Apply the principles of project management to the development process.</p>			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 06 Identify and bid for funding and projects H4 07 Manage projects and contractors		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Buildings, Communities and the Environment		
Level	4		
Unit P7b	D/500/2065	Pathway	10 CATs
This unit is mandatory for the 'Planning and Development' pathway.			
Unit aims This unit introduces learners to the principles of building construction and how buildings impact on communities and the wider environment. It examines the framework for sustainable communities and explores possibilities for stakeholder involvement.			
Learning outcomes The learner will: P7b.1 Identify the key components of buildings with reference to common defects and utility provision. P7b.2 Evaluate the impact on the environment of buildings and suggest strategies to minimise adverse impact. P7b.3 Critically evaluate the role of Egan and the principles of sustainable communities for planning and the development of new homes and major refurbishment. P7b.4 Compare and contrast examples of tenant and community involvement in the development of new homes and major refurbishment.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 12 Contribute to housing reviews, strategies and plans H4 14 Implement and manage feedback processes with customers and stakeholders		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Customer and Neighbourhood Services		
Level	4		
Unit P8a	H/500/2066	Pathway	10 CATs
This unit is mandatory for the ‘Neighbourhood and Community Services’ pathway.			
Unit aims This unit introduces learners to customer focused and inter-professional approaches to the delivery of neighbourhood services. It looks at strategies for service involvement and opportunities for joint working.			
Learning outcomes The learner will: P8a.1 Assess the impact of a customer focused housing service on customers and providers. P8a.2 Critically evaluate the role of ‘choice’ for the allocation of social housing. P8a.3 Describe and review at least two ‘joined-up’ approaches to neighbourhood management. P8a.4 Analyse opportunities for tenant, resident and service user involvement in the delivery of housing and housing services.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 14 Implement and manage feedback processes with customers and stakeholders H4 15 Set up and manage partnership working arrangements		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Housing Management		
Level	4		
Unit P8b	K/500/2067	Pathway	10 CATs
This unit is mandatory for the 'Neighbourhood and Community Services' pathway.			
Unit aims This unit requires learners to explore the basic functions of housing management focussing on letting property, understanding the responsibilities of landlords, providing and directing tenants to advice and guidance, and developing a customer focused service.			
Learning outcomes The learner will: <p>P8b.1 Compare and contrast approaches to a range of housing management functions including:</p> <ul style="list-style-type: none"> • Rent setting and collection • Arrears management and monitoring • Void control and monitoring • Estate management <p>P8b.2 Investigate a range of housing and housing related advice services.</p> <p>P8b.3 Critically evaluate approaches to anti-social behaviour.</p> <p>P8b.4 Analyse approaches to homelessness.</p>			
Links to Asset Skills, housing national occupational standards, Level 4	H4 08 Manage disputes and breaches of agreements H4 09 Monitor and respond to the potential for legal proceedings H4 10 Reduce the number and impact of empty properties H4 11 Manage and develop housing rent services H4 12 Contribute to housing reviews, strategies and plans H4 13 Enable the availability of additional homes		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Governance and Management		
Level	4		
Unit P9a	M/500/2071	Pathway	10 CATs
This unit is mandatory for the 'Governance' pathway.			
Unit aims This unit requires learners to understand the principles of governance and management in their organisation. It examines the wider role of the organisation in the community and evaluates the management responsibilities of the organisation.			
Learning outcomes The learner will: P9a.1 Examine the legal, regulatory and auditory framework governing organisations. P9a.2 Summarise and evaluate the role of board members for the governance of organisations. P9a.3 Explore and evaluate the role of professional and environmental ethics in the provision of housing and services to the community. P9a.4 Examine the board's role as an employer. P9a.5 Evaluate operational duties, for example recruitment of senior managers, appraisal of chief executive, hearing disciplinary/grievance appeals.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	The Governance of Housing Businesses		
Level	4		
Unit P9(b)	T/500/2072	Pathway	10 CATs
This unit is mandatory for the 'Governance' pathway.			
Unit aims This unit requires learners to understand the strategic responsibilities of organisations and the business development process. This includes quality assurance, financial monitoring, project management, risk management and audit.			
Learning outcomes The learner will: <ul style="list-style-type: none"> P9b.1 Critically apply key concepts in strategic management and the strategic planning and monitoring process. P9b.2 Contribute to the board/committee's policy making activities. P9b.3 Contribute to the identification of key targets, performance indicators and standards, and to monitoring performance against these. P9b.4 Examine strategies for the management of change within a Registered Social Landlord (RSL) with reference to good practice. P9b.5 Explore the financial framework for organisations with reference to public and private finance regimes. P9b.6 Understand the importance of financial risk management and contribute to board discussion on this. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 05 Manage finance for your area of responsibility H4 12 Contribute to housing reviews, strategies and plans		
Mode of assessment	Centre devised		
Guided learning hours	100		

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6. Core Units for Level 4 Diploma in Housing

Title	Housing Economics		
Level	4		
Unit D1	F/500/2088	Core	10 CATs
Unit aims This unit requires learners to understand the processes involved in financial management and the external sources of finance which housing organisations access. The unit also explores the wider financial environment of housing organisations and the concepts of affordability and subsidy.			
Learning outcomes The learner will: <ul style="list-style-type: none"> D1.1 Outline the economic framework in which housing operates. D1.2 Examine public funding for housing. D1.3 Evaluate the role and scope of private finance for housing. D1.4 Analyse approaches to consumer subsidy for housing. D1.5 Explain the internal financial procedures of housing organisations with reference to, budget preparation and monitoring, business planning, financial regulation and audit. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 05 Manage finance for your area of responsibility H4 06 Identify and bid for funding and projects		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Housing Law		
Level	4		
Unit D2	J/500/2089	Core	10 CATs
Unit aims This unit requires learners to describe the structure of the legal system in the country in which they practice, to understand the legal processes and to be introduced to the key legislation for landlords and tenants. In addition the unit focuses on the law relating to the accommodation of students.			
Learning outcomes The learner will:			
D2.1	Summarise the legislative framework for the UK with reference to the role of courts and tribunals and the principles of criminal and civil law showing awareness of national differences.		
D2.2	Explain key legislation in relation to landlords and tenants showing awareness of national differences.		
D2.3	Evaluate the application of the law to two areas of housing practice showing awareness of national differences.		
D2.4	Analyse the law in relation to homelessness showing awareness of national differences.		
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 09 Monitor and respond to the potential for legal proceedings		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Partnership Working in Housing		
Level	4		
Unit D3	A/500/2090	Core	10 CATs
Unit aims This unit requires learners to research and evaluate the role of related professions and agencies in the support for individuals and communities. This unit concentrates on the spectrum of activity ranging from networks of professionals to collaborative projects and the issues relating to different types of working.			
Learning outcomes The learner will: <ul style="list-style-type: none"> D3.1 Examine the policy origins for greater collaboration between groups / organisations / agencies to support communities. D3.2 Evaluate the spectrum for collaborative working from networking to joint ventures. D3.3 Explore and evaluate at least two examples of collaborative working in a housing context. D3.4 Critically examine the role of Housing in initiatives led by other agencies such as the police, probation service, health, community groups, etc. D3.5 Evaluate the use of sources of expert advice and guidance for housing management, e.g. disability groups, ethnic minority groups, lobbying groups. 			
Links to Asset Skills, housing national occupational standards, Level 4	H4 15 Set up and manage partnership working arrangements		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Professional Practice Skills for Housing		
Level	4		
Unit D4	F/500/2091	Core	10 CATs
Unit aims This unit aims to develop broad generic skills which enable learners to be flexible, creative and methodical in the work place. Learners are also required to reflect upon their own professional development and demonstrate an applied understanding of professional ethics.			
Learning outcomes The learner will: D4.1 Apply practice skills for housing to the workplace. D4.2 Produce a personal development plan. D4.3 Critically reflect upon your own professional development. D4.4 Evaluate the impact of the CIH Code of Professional Conduct on your professional practice.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements		
Mode of assessment	Externally set (Assignment task devised by CIH, marked by centre, internally moderated and externally moderated.)		
Guided learning hours	100		

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Title	Diversity for Housing		
Level	4		
Unit D5	J/500/2092	Core	10 CATs
Unit aims This unit requires learners to understand the diversity issues relating to housing and to critically examine strategies and policies which aim to support diversity and equality processes in housing organisations.			
Learning outcomes The learner will: D5.1 Explain what is meant by 'diversity' in a social housing context. D5.2 Outline the legislation, policies and codes of practice relevant to housing organisations for promoting equality of opportunity and diversity. D5.3 Explain how housing organisations promote equality of opportunity and diversity with reference to race, sex, sexuality, age, disability, religious beliefs and clients with a criminal record. D5.4 Explain the effects of discrimination on the individual and identify ways in which housing organisations can tackle discrimination in the workplace and among clients. D5.5 Describe ways that organisations can act as advocates for clients who are vulnerable to abuse.			
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 16 develop practices which promote choice, well-being and protection of all individuals		
Mode of assessment	Centre devised		
Guided learning hours	100		

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Title	Research for Housing		
Level	4		
Unit D6	R/500/2094	Core	10 CATs
Unit aims This unit introduces learners to the principles of social science research methods for housing.			
Learning outcomes The learner will:			
D6.1	Explain why it is important that individuals involved in housing should use research in planning services.		
D6.2	Describe qualitative and quantitative research methodologies state the advantages and disadvantages of each of each method.		
D6.3	Design a research study based on a topic of your choice. You should include: <ul style="list-style-type: none"> a literature review the purpose of your study the research methodology any ethical considerations how you would analyse your results piloting plans 		
D6.4	Present your findings to your peer group explaining clearly the positive and negatives of your research design and suggest how you would change your methodology as a result of your pilot study.		
Links to Asset Skills, housing national occupational standards, Level 4	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements		
Mode of assessment	Centre devised		
Guided learning hours	100		

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7. Delivery of the Units

The units for the CIH Level 4 Certificate and Diploma in Housing provide opportunities for learners to develop an understanding of wider issues, and generate evidence for their key skills portfolios and enhance their general higher level skills and abilities. These opportunities are identified below. This information is provided as a guide only as the opportunities available will depend on centre-specific factors such as, learning context, teaching strategies and resources.

Wider Understanding

The study of housing has always focused closely on the coverage of a wide range of broader social and ethical issues. The core units specifically make direct reference to social structure, sustainable communities, both in an environmental and community context, economic and cultural issues relating to housing and communities. Practice Skills for Housing (Unit D4) also includes references to ethical issues which are directly relevant to professional membership of the CIH and working in a professional manner. European and international matters are not so directly dealt with in the context of UK housing practice. Comparative housing is something which is normally developed at the next stage of professional development, although European legislation does have an impact on housing such as employment and human rights legislation.

Key Skills

Details of where opportunities exist for learners to generate evidence for their key skills portfolio are identified below. This information is provided as a guide only, as the opportunities available will depend on centre-specific factors, such as, learning context, teaching strategies and resources.

Application of number Level 4

The units that involve an element of research and/or finance may provide opportunities for evidence to be generated for the key skill of application of number. For example; Housing and Society, The Governance of Housing Businesses, Housing Economics and Research for Housing.

Communication Level 4

All of the units provide opportunities for evidence to be generated for the key skill of communication. In particular; Managing People (LO C4.5), Delivering Student Accommodation Services (LO P5b.3 and P5b.4), Housing Support for Clients (LO P6b.5), The Governance of Housing Businesses (LO P9b.6), Practice Skills for Housing and Research for Housing (LO D6.4).

Information and communication technology Level 4

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All of the units provide opportunities for evidence to be generated for the key skills of information and communication technology. In particular; Working in Partnership (LO D3.5) and Research for Housing.

Improving own learning and performance Level 4

Evidence may be generated for the key skill of improving own learning and performance throughout the duration of the course. In particular, Practice Skills for Housing and Research for Housing.

Problem Solving Level 4

A number of units may provide opportunities for learners to generate evidence for the key skill of problem solving. These include: Housing and Society, Managing People, Housing Support for Clients, Buildings, Communities and the Environment, Governance and Management (LO P9a.5), The Governance of Housing Business, Practice Skills for Housing and Research for Housing.

Working with others Level 4

It is expected that for the majority of units learners will be able to generate evidence for the key skill of working with others. In particular, Customer Service for Housing, Managing People, Delivering Student Accommodation Management Services, Housing with Support, Housing Support for Clients, Customer and Neighbourhood Services, The Governance of Housing Businesses, Working in Partnership, Practice Skills for Housing and Research for Housing.

NICATS Level 4 Descriptors:

As the qualifications are at Level 4 qualifications, learners should be provided with the opportunity to develop their higher level skills abilities. The qualifications provide these opportunities, but demonstration of them will depend on centre-specific factors, such as, learning context, teaching strategies and resources.

Intellectual skills and attributes

- Develop a rigorous approach to the acquisition of a broad knowledge base.
- Employ a range of specialised skills.
- Determine solutions to a variety of unpredictable problems.
- Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.

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Processes

- Operate in a range of varied and specific contexts involving creative and non-routine activities.
- Exercise appropriate judgement in planning, selecting or presenting information, methods or resources.

Accountability

- Undertake self-directed and a limited amount of directive activity.
- Operate within broad general guidelines or functions.
- Take responsibility for the nature and quantity of outputs.
- Meet specified quality standards.

8. Assessment of the CIH Level 4 Certificate and Diploma in Housing

The qualification is assessed pre-dominantly by assessment tasks devised by the centre. This is to allow for appropriate assessment that reflects the unique learning experience of the target group of learners.

CIH devise the assignment for the Customer Service for Housing and Professional Practice Skills for Housing units. This is to provide an element of national consistency in the comparison of standards. Centres must use this assignment to assess the unit.

8.1. Internally set assessment

Internally set assessment is that devised by the centre. The learning outcomes for the qualification must be met through the teaching, delivery and assessment of the course. Centres must provide a teaching and learning plan which demonstrates how all learning outcomes are met.

A minimum of 60% of learning outcomes per individual unit must be formally assessed through assessment devised by the centre. CIH support the following methods of formal assessment;

- aural examination,
- coursework,
- oral examination,
- portfolio of evidence (including, formal written assignments and learner-centred case study exercises),
- practical demonstration / assignment (including practice based reports),
- multiple choice,
- and written examination.

The number of assessment tasks that a centre uses to assess the learning outcomes is at their discretion, for example, a centre may use one assignment to assess two units or two assignments to assess one unit. The centre must aggregate the overall grade for a unit, if more than one assessment task is used to assess a unit.

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A maximum of 40% of learning outcomes per individual unit can be met through the teaching and delivery of the course. This could include informal assessment in the form of;

- questions and answers,
- group work,
- role play,
- investigations,
- practical's,
- observation,
- discussion and short answer questions.

Specific guidance for level 4

The assessment strategy devised by centres must ensure:

- A coherent assessment programme
- The development of academic skills appropriate to study at level 4
- The development of core skills
- Congruity with National Occupational Standards
- Clear learner progression towards independent learning.

CIH centres should ensure that the assessment process:

- Records each learner's achievement in relation to the specified learning outcomes
- Identifies where learner's can further develop their knowledge and understanding
- Records progression and results for learners, centres and the CIH.

The overall assessment strategy should allow learners to demonstrate:

- An ability to critically evaluate key theories and activities in relation to various aspects of housing practice
- Appropriate analytical skills
- An ability to reflect upon their own understanding and personal development throughout the programme.

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8.1.1 Grading criteria for internally set assessment

Centres must allocate grades to formal assessment for each unit, using the Level 4 generic grading descriptors supplied. Centres must contextualise the generic grade descriptors into their assessment strategy.

A learner will be referred if:	To achieve a pass, the learner must:	To achieve a merit, the learner must:	To achieve a distinction, the learner must:
Work has not met the assessment criteria / learning outcomes.	Meet the assessment criteria / learning outcomes.	Achieve all of the pass criteria.	Achieve all of the merit criteria.
		Employ a variety of methods to collect, analyse and use information.	Check the validity of complex information utilised to meet learning outcomes.
		Use technical language with accuracy and present work clearly and coherently.	Demonstrate individual thinking and make use of technical language and concepts with fluency.
		Utilise, apply and analyse detailed knowledge, supported by relevant techniques and theories.	Analyse, evaluate and synthesise relevant techniques and theories and justify valid conclusions.

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8.2 Externally set assessment

Externally set assessment is that devised by the CIH. The CIH devised assignment assesses the following units:

Unit C3	Customer Service for Housing	F/500/2060	10 CATs	Page 9
Unit D4	Professional Practice Skills for Housing	F/500/2091	10 CATs	Page 24

Centres must use the assessment task provided for this unit. If a centre has a specific requirement to develop their own alternative assessment (for example, to meet the needs of a learner with specific learning needs) they must use the reasonable adjustment and special considerations policy and contact CIH for permission. Centres are responsible for supporting learners in the production of their work.

The externally set assessment is;

- set by the CIH,
- delivered by the centre to CIH guidelines,
- designed to provide a measure of national standards,
- designed to ensure learners practical engagement with this vocationally related qualification,
- and externally moderated (20% sample) by CIH appointed moderators.

8.2.1 Guidance on assessment task for Unit 4C3 Customer Service for Housing

The learning outcomes of the unit are as follows;

- C3.1 Describe the main types of housing and housing service providers in the UK and summarise the range of services they provide.
- C3.2 Summarise the principles of customer care for housing and assess the impact of a customer focused housing service on providers and clients.
- C3.3 Outline different approaches to service user involvement and assess their application to housing practice.
- C3.4 Critically evaluate quality measures for housing using examples of good practice.

	How the task relates to the learning outcomes
C3.1	Not directly assessed, except in so far as the report will describe the organisations the customers are involved with, and any significant differences.
C3.2	The report will identify different customers' experiences of their landlord, and what they would like in terms of customer care. These will be related to relevant theory and principles. The report will also assess the potential benefits of better customer focus for housing providers.
C3.3	The report will ask learners to suggest improvements to the way customers can be involved; and will evaluate the effectiveness of each of these, comparing different approaches.
C3.4	Students will be expected to relate their findings to published sources, including quality tools and best practice advice, and indicate these in a bibliography.

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8.2.2. Assessment task

Assignment question:

Does your organisation deliver the services your customers really want?

Part 1

For this assignment, you will need to talk to four 'active' tenants who are involved in different ways with their landlord (housing services provider) e.g. as members of tenant associations, focus groups, customer panels, Board members, TMOs, housing co-ops etc.

- You should aim for a cross section of people (e.g. younger and older, BME groups), and different forms of involvement.
- You are seeking to find out if your landlord really delivers the services tenants want.
- You should prepare a set of core questions in advance. You should ask the four customers the same questions and then discuss and explore issues around these core questions.

As an Appendix, include a brief description people you have interviewed – obviously confidentiality means that you cannot give names and addresses, but the assessor needs some information about the four people you have spoken to, e.g. their background, and their level of involvement with the organisation.

Please submit the questions you devised as an appendix to this assignment

Part 2

Your findings should be presented as a Report.

Your report should be addressed to the Board or Senior Management Team of your organisation (or the organisation whose customers you have interviewed), advising on how it can improve customer care and involve customers more effectively.

This Report should:

- Summarise the policy framework for involvement and customer care (e.g. from DCLG, TSA etc.), and guidance on best practice (e.g. TPAS, Communities Taking Control, Confederation of Co-operative Housing).
- Summarise the findings from your interviews.
- Make recommendations to the landlord on developing involvement and customer care, explaining why these would be beneficial.
- You should make reference to good practice in customer care.

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Guidance on structure and size of report:

The assignment should be completed in approximately 2,500 words.

- Use a professional Report format, which includes an introduction, clearly structured sections, recommendations, and a conclusion.
- Remember to be selective about the amount of factual information you include. Summarise factual information and use references, bibliography and / or appendices to indicate where more detail can be found.
- Referencing and a bibliography is essential. You should aim to show that you have carried out a range of research in producing this Report. It is recommended that you use Harvard style referencing.
- You will be expected to be constructively critical about current practice – critical in that you do not simply 'show-case' current practice as if it were the best possible, but constructive in that you give credit for strengths, and make workable suggestions for improvement.

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8.2.3. Grading criteria for externally set assessment Unit 4C3 Customer Service for Housing

A learner will be referred if:	To achieve a pass, the learner must:	To achieve a merit, the learner must:	To achieve a distinction, the learner must:
Work has not met the assessment criteria / learning outcomes.	Meet the assessment criteria / learning outcomes.	Achieve all of the pass criteria.	Achieve all of the merit criteria.
* There is no evidence of research or wider reading.	Complete all the component parts of the assignment brief.	Demonstrate extensive knowledge of the subject area.	
They have not looked beyond their own organisation or context.	Look beyond own organisation for ideas.	Show understanding of the external policy context of the organization.	Demonstrate a management level perspective on organisational improvement, and makes practical recommendations for change.
The submission is primarily descriptive, without analysis or evaluation.	Demonstrate some ability to question and evaluate, the submission will be more than simply descriptive.		Show originality and individual thinking in developing the analysis and evaluation.
The presentation of current organisational practice is uncritical.	Present factually correct and relevant information.		
There are unacknowledged quotations or borrowings from other sources.	Conduct research and show evidence of this in references and a bibliography.	Use a good range of different sources, with correct academic referencing and bibliography.	Take a predominantly analytical and evaluative approach to the task, including critical use of sources.
The submission is not in a report format.	Use a report format, in clear and grammatically correct English.	Present work in a professionally convincing report format.	

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8.2.4. Externally set assignment for Unit D4 Professional Practice Skills for Housing

The learning outcomes of the unit are as follows;

- D4.1. Apply practice skills for housing to the workplace.
- D4.2. Produce a personal development plan.
- D4.3. Critically reflect upon your own professional development.
- D4.4. Evaluate the impact of the CIH Code of Professional Conduct on your professional practice.

8.2.5. Assessment task

CIH Corporate members are expected to demonstrate general qualities and attributes as a result of their education experience. Housing practitioners and employers have emphasised the need for housing staff to have broad generic skills which enable them to be flexible, creative and methodical in the work place.

Part 1

Complete four reflective activity based reports. Each report should be approximately 750 words in length and it should include the following elements:

- A description of the task undertaken: *what did you do?*
- Rationale for the completion of the task: *why did you do it that way?*
- Identification of skills developed
- Evaluation of task: *what went well, what did not go so well? What could be improved?*
- Critical evaluation of skills developed

Each report should be based on a *separate* work experience in housing. This could refer to a placement, or a secondment, or activities carried out alongside observed practice. Each report should aim to address one skill from each section below.

Section A - Personal and professional skills

- Ethical understanding
- Non-discriminatory practice
- Self-reliance
- Problem solving

Section B - People skills

- Flexibility
- Negotiation
- Active listening
- Conflict management
- Inclusive working
- Understanding others

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Section C - Strategic skills

- Creativity
- Leadership
- Enterprise
- Risk taking
- Forming strategy
- Change management
- Adaptability

Section D - Practical skills

- Project management
- Performance monitoring
- Financial awareness
- Application of number
- Using IT for housing

For example:

	Report A	Report B	Report C	Report D
Work Based task	Meet or work with staff from other departments or organisations to discuss a joint-approach relating to housing or communities.	Negotiate, prepare and monitor a budget for one aspect of the work of the organisation.	Arrange accommodation for a homeless person or family to include either temporary or permanent accommodation liaising with appropriate agencies.	Chair a meeting of a tenants' group or tenants' representatives on a housing or community related project.
Skills explored from A	Ethical understanding	Self-reliance	Problem solving	Non-discriminatory practice
Skills explored from B	Active listening	Flexibility	Inclusive working	Conflict management Understanding others
Skills explored from C	Creativity	Enterprise	Adaptability	Leadership
Skills explored from D	Performance monitoring	Application of number	Project management	Financial awareness

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Part 2

A Personal Development Plan.

The Personal Development Plan should identify a clear strategy for the further development of skills and continuous professional development. It should be approximately 1000 words in length.

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8.2.6. Grading criteria for externally set assessment Unit D4 Professional Practice Skills for Housing

A learner will be referred if:	To achieve a pass, the learner must:	To achieve a merit, the learner must:	To achieve a distinction, the learner must:
<input type="checkbox"/> Work has not met the assessment criteria / learning outcomes.	<input type="checkbox"/> Meet the assessment criteria / learning outcomes.	<input type="checkbox"/> Achieve all of the pass criteria.	<input type="checkbox"/> Achieve all of the merit criteria.
<input type="checkbox"/> Work is not in a report format. <input type="checkbox"/> Written English is unclear, with many spelling and grammatical errors.	<input type="checkbox"/> Use a report format. <input type="checkbox"/> Use clear English with very few spelling or grammatical errors.		
Reflective activity based reports			
<input type="checkbox"/> The submission does not address the brief for the task.	<input type="checkbox"/> Meet the requirements of the task.		
<input type="checkbox"/> The submission is simply descriptive without any reflection.	<input type="checkbox"/> Provide a clear description of each task.	<input type="checkbox"/> Demonstrate a reflective approach to practice.	<input type="checkbox"/> Reflect on all of the issues and skills covered in depth.
	<input type="checkbox"/> Give a clear rationale for each task. <input type="checkbox"/> Identify key skills involved in the task.	<input type="checkbox"/> Give a considered rationale for each task.	<input type="checkbox"/> Make use of research and / or theory to support the work.
<input type="checkbox"/> The submission does not include any analysis or evaluation.	<input type="checkbox"/> Include evaluation of the task.	<input type="checkbox"/> Give balanced assessments exploring different points of view.	<input type="checkbox"/> Take a predominantly analytical and evaluative approach to the tasks.
	<input type="checkbox"/> Identify areas for improvement or development.	<input type="checkbox"/> Identify areas for improvement and justify recommendations.	<input type="checkbox"/> Make significant and detailed recommendations for improvement.
Personal development plan			
<input type="checkbox"/> The learner provides a wish list of courses only.	<input type="checkbox"/> State career aspirations and related skill and knowledge needs.	<input type="checkbox"/> Relate personal development activities to the four reflective reports.	<input type="checkbox"/> Justify the choice of personal development activities with reference to the changing context of housing.
	<input type="checkbox"/> Assess personal strengths and weaknesses.	<input type="checkbox"/> Give a structured personal development plan.	

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A learner will be referred if:	To achieve a pass, the learner must:	To achieve a merit, the learner must:	To achieve a distinction, the learner must:
	<input type="checkbox"/> Identify training and development activities relevant to career aspirations.	<input type="checkbox"/> Show evidence of research into personal development opportunities.	<input type="checkbox"/> Set general learning objectives.

8.3. Refer and resubmission rules

If a learner receives a refer grade the following rules apply:

1. A learner that receives a refer grade is allowed to resubmit twice.
2. A resubmitted piece of work is only eligible for a **pass** grade (due to the extra time and feedback that the learner may have received).
3. If a learner fails to meet the criteria for a pass, on the second resubmission, they will be awarded an overall Fail for the unit.

If a learner receives a fail, the following rules apply:

1. A learner keeps the credits for the units already passed.
2. The learner must re-take the unit.
3. An entirely new piece of work must be submitted by the learner.
4. Any further attempts to complete the qualification must take place by the certification end date of the qualification (31/08/2013).

8.4. Security, support and authentication of learner work

Centres must ensure that the assignment is the learners' own work. Tutors should not provide excessive assistance to learners with work that is to be assessed. Learners should not be allowed excessive re-drafts of their work before it is assessed. It is recommended that a maximum of two re-drafts are allowed. All assignments must be kept securely whilst at the Centre.

8.5. Reasonable adjustments and special considerations

If a learner is unable, through disability, to be assessed by conventional arrangements defined in the assessment strategy of an accredited centre, the accredited centre may vary assessment methods / tools where appropriate. Centres must inform CIH external moderators of any learner that has had their assessment adjusted, in accordance with the *CIH Teaching and assessment guidelines relating to learners who have a disability or particular learning and assessment needs & Special Considerations*.

Application for special consideration must be submitted in writing to The Head of Education at CIH, as per the *CIH Teaching and assessment guidelines relating to learners who have a disability or particular learning and assessment needs & Special Considerations*.

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8.6. Appeals

Learners have the right to appeal against assessment decisions. The centre should make the learner aware of their appeals process.

9. Award of the qualification/s

Learners must achieve a pass grade in ALL units in order to be eligible for award of the qualification.

Learners will be awarded an over all pass, merit and distinction grade for the Level 4 Certificate and Diploma in Housing. The overall grade will be aggregated using the following methodology:

1. Each unit must be assigned points based on grades, using the following method:

Grade per unit	Points per unit
Distinction	4
Merit	3
Pass	2

2. Points allocated for each unit must be added together. The grade for the qualification will be allocated as follows:

Aggregate points range for Level 4 Certificate award	Overall grade for Level 4 Certificate award
0-11	Fail
12-15	Pass
16-20	Merit
21-24	Distinction

Aggregate points range for Level 4 Diploma award	Overall grade for Level 4 Diploma award
0-23	Fail
24-30	Pass
31-40	Merit
41-48	Distinction

3. For example: Learner A results: Level 4 Certificate in Housing

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Distinction	Merit	Pass	Pass	Pass	Merit
4	3	2	2	2	3
TOTAL POINTS 16					

Therefore in the example of learner A above, an overall merit grade would be awarded to the learner for the Level 4 Certificate in Housing.

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4. For example; Learner B results: Level 4 Diploma in Housing

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Distinction	Merit	Pass	Pass	Pass	Merit
4	3	2	2	2	3
Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Merit	Pass	Pass	Merit	Merit	Pass
3	2	2	3	3	2
TOTAL POINTS 31					

Therefore in the example of learner B above, an overall merit grade would be awarded to the learner for the Level 4 Diploma in Housing.

9.1 Certification

In order for certification to take place:

1. The accredited centre must provide a record – PASS LIST – of learner results to the CIH awarding body.
2. The PASS LIST must be authenticated, signed and dated by the lead tutor for housing at the accredited centre.
3. Centres must have achieved successful external moderation for a 20% sample of centre and CIH devised assessment in the past year.

10. Quality assurance

The quality assurance of the qualification is underpinned by five key principles;

- consistency of standards;
- fitness for purpose;
- equality of opportunity and accessibility;
- positive learning experiences;
- continual improvement.

10.1 Contacting the centre

The CIH will appoint an academic moderator to accredited centres to moderate assessment. On appointment academic moderators contact accredited centres with a standard letter requesting:

1. Assessment briefs (tasks) to be set by the accredited centre over the course of the programme clearly linked to specified learning outcomes.
2. An assessment plan / scheme of work showing how learning outcomes will be delivered and assessed over the course of the programme.
3. An assessment timetable indicating when assessments will be set and marked.
4. An indication of the mode of delivery (day release / distance learning).
5. An indication of the level of learning (for example, level 4).
6. A list of all tutors involved in assessment.

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Academic moderators will check that;

1. Centres are adhering to assessment requirements.
2. The assessment strategy and individual assessment tasks of an accredited centre meet specified learning outcomes.
3. 60% of learning outcomes for each unit have been formally assessed through the centre's assessment strategy.

If a moderator believes the assessment strategy and assessment tasks of an accredited centre do not meet specified learning outcomes they will contact the accredited centre for confirmation. If there is still lack of clarity, the moderator will notify the CIH.

Moderators will then complete Moderation Report Form A which reports on the assessment strategy and return it to the CIH. The CIH will retain this form and send a copy to the course leader at accredited centres.

10.2 Moderating learner work

Moderators will contact the accredited centre, at an appropriate submission point, asking for samples of learner work and a copy of marks allocated by tutors. Academic moderators will sample learner work on the following basis:

1. A list of all tutors involved in the assessment of learner work will be requested from the accredited centre.
2. For each tutor and each level they mark, a 20% sample of learner work will be moderated, across all grade bands.
3. Overall a 20% sample of both the centre and CIH devised assignments will be moderated.
4. Sample work does not have to be seen from every learner or from every cohort. Internal verification procedures should address this (see CIH Guide to Internal Verification). Internal verification procedures will be checked by the CIH Quality Reviewer when they undertake their centre visits.

During the delivery of the course, the academic moderator will complete and submit Moderation Report Form B and return it to the CIH awarding body. The form contains a record of the moderator's comments on the accredited centre's assessment decisions. The CIH awarding body will retain this form and send a copy to the course leader at the accredited centres.

Where a moderator consistently disagrees with the assessment decisions made by an accredited centre, the chief moderator will be requested to make a judgement. The decision of the chief moderator will be final.

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Tutors, assessors and moderators should refer to the Education section of www.cih.org for the following processes and procedures related to the delivery, assessment and moderation of the qualification:

- Guidance to centres concerning special arrangements
- Appeals procedures
- Centre guidance on moderation and quality review
- Internal verification guidance
- Academic moderator guidance
- Academic moderator report forms
- Certificate security
- Malpractice procedure

The learning aim for the CIH Level 4 Certificate in Housing is **50013385**.

The learning aim for the CIH Level 4 Diploma in Housing is **50013397**.

Accreditation start date: 01/09/2007

Accreditation end date: 31/12/2011

Certification end date: 31/12/2014

(CERTIFICATE OPERATIONAL START DATE IN CENTRES 01/09/2007)

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