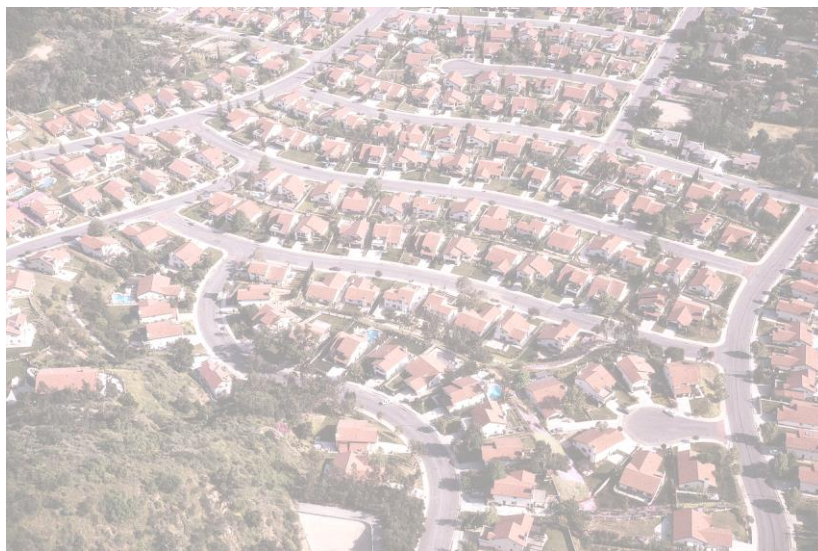




CIH Awarding Organisation Qualification Specification

CIH Level 4 Diploma in Housing Practice (QCF) 600/3805/6



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1. The CIH Awarding Organisation

The Chartered Institute of Housing (CIH) is an awarding organisation for national qualifications at levels 2, 3 and 4.

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

Equipping your housing professionals with key skills and expert knowledge, with an accredited qualification from CIH, will drive improvement and add value enabling your organisation to compete more effectively.

2. The CIH Level 4 Diploma in Housing Practice (QCF)

The qualification is a Level 4 vocational qualification for the housing sector.

The qualification aims to:

- Provide housing staff working at or aspiring to a supervisory or management level with a qualification to suit their needs.
- Prepare learners for further study and progression at undergraduate and in some cases post graduate level.
- Develop skills and knowledge for the current challenges in housing, based on the CIH 'expectations' for chartered membership.

The qualification is aimed at:

- People aged 18+.

The qualification is supported by Asset Skills, the Sector Skills Council for Housing.

3. Qualification Rules of Combination

Qualification title: CIH Level 4 Diploma in Housing Practice (QCF)

Credit value: 72

Minimum credit to be achieved at or above the level of the qualification: 72

Mandatory core units: credit value 54

Mandatory pathway units: credit value 12

Optional pathway units: credit value 6

Learners must successfully complete 12 units (9 mandatory units, 1 optional unit and the 2 mandatory units for the pathway that they are undertaking).

The qualification contains the following mandatory units:

Unit Title	Credits	Level	Page
<u>Housing Need, Demand and Supply</u> Unit number L/503/1173	6	4	16
<u>Housing Policy</u> Unit number R/503/1174	6	4	19
<u>The Delivery of Housing Services</u> Unit number Y/503/1175 EXTERNALLY ASSESSED BY CIH	6	4	21
<u>Managing People</u> Unit number D/503/1176	6	4	27
<u>Housing economics and housing finance</u> Unit number K/503/5098	6	4	45
<u>Equality and diversity in housing</u> Unit number L/503/5238	6	4	47
<u>Partnership working in housing</u> Unit number R/503/5239	6	4	49
<u>Professional practice skills for housing</u> Unit number R/503/5242 EXTERNALLY ASSESSED BY CIH	6	4	51
<u>Housing law</u> Unit number M/503/5099	6	4	58

Optional Units

One optional unit must be selected from the following two:

<u>Research skills for housing</u>	6	4	60
Unit number T/503/5637			
<u>Customer care in a housing services context</u>	6	4	62
Unit number K/503/5246			

Specialist Pathways:

Learners must select a specialist pathway and complete the two mandatory units in it.

The CIH Level 4 Diploma in Housing Practice (QCF) (Support for Independent Living)

To achieve this pathway, learners must achieve the 9 mandatory units and 1 optional unit (see page 4 & 5). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>Housing support services for independent living</u>	6	4	29
Unit number H/503/1177			
<u>Strategies for promoting independent living</u>	6	4	31
Unit number K/503/1178			

The CIH Level 4 Diploma in Housing Practice (QCF) (Managing Neighbourhoods)

To achieve this pathway, learners must achieve the 9 mandatory units and 1 optional unit (see page 4 & 5). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>Customer involvement in local services</u>	6	4	33
Unit number M/503/1179			
<u>Housing management services</u>	6	4	35
Unit number H/503/1180			

The CIH Level 4 Diploma in Housing Practice (QCF) (Governance)

To achieve this pathway, learners must achieve the 9 mandatory units and 1 optional unit (see page 4 & 5). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>The Governance of Housing Businesses</u> Unit number Y/503/2391	6	4	37
<u>The role of a Housing Board</u> Unit number K/503/2394	6	4	39

The CIH Level 4 Diploma in Housing Practice (QCF) (Planning and Development)

To achieve this pathway, learners must achieve the 9 mandatory units and 1 optional unit (see page 4 & 5). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>The framework for planning and development</u> Unit number H/503/1678	6	4	41
<u>Buildings, communities and the environment</u> Unit number K/503/1679	6	4	43

The qualification reference number is **600/3805/6**

Accreditation start date: 31/10/2011

Qualification review date: 31/01/2014

4. Delivering the qualification

4.1 Approval to deliver the qualification

As an approved CIH centre, you **MUST** be approved by CIH to deliver the whole qualification or units of the qualification. Learner registrations will not be accepted until this process is complete. See *CIH Awarding Organisation Centre Handbook and Centre Accreditation Guidance*.

4.2. Registering learners and fees

Prior to the delivery of the qualification you **MUST** register each learner on the course, with CIH. A fee is payable for each learner. It is the responsibility of the centre to pay these fees and you will be invoiced for the required amount following receipt of the registration forms. Each learner will receive free CIH student membership for the duration of the course.

Registration forms will be provided on accreditation and the list of fees is available on our website: <http://www.cih.org/CIH/accreditedcentrefees.page>

4.3. Running the course

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

5. Assessment

5.1. Overview

The CIH Awarding Organisation (AO) approach to the assessment of this qualification is to enable education centres to devise the bulk of assessments. This is to allow for appropriate assessment that reflects the unique learning experience and local circumstances of specific groups of learners. **However, CIH AO has devised the assessment for *The Delivery of Housing Services* unit and the *Professional practice skills for housing* unit.** This is to provide an element of national consistency in the comparison of standards. Centres **must** use the **externally set assignment** provided to assess these units.

5.2. Centre devised assessments

Centres are expected to create assessment schemes that directly meet the needs of their learner groups and take into account the requirements of local employers.

The purpose of assessment is to provide learners with the opportunity to demonstrate that they are able to achieve the stated learning outcomes of each unit of learning. The assessment criteria contained in each unit provide a guide as to the kinds of evidence learners will need to produce in order to demonstrate that they have achieved the learning outcomes. All centre devised assignments must be approved by the CIH external moderator before they can be delivered.

5.3. Assessment principles

In devising assessments centres should take into account the following assessment principles:

- Assessments should be clear and unambiguous.
- Assessment should be accessible to all learners taking the qualification. This means that the wording, imagery and format of assessment need to be carefully considered to ensure that learners are not unfairly or inappropriately excluded and to reduce the need for special considerations at a later stage.
- Nevertheless, the assessment should be at the appropriate level for the qualification.
- Assessments of the qualification should be sufficient to produce the evidence required to determine whether learners have achieved the learning outcomes but overall, should nevertheless not impose an undue assessment burden on learners.
- All assessment criteria must be assessed. Centres can use a mixture of formative and summative assessment methods for this purpose but 75% of the assessment criteria should be assessed summatively. In addition, where formative assessment is used, it is vital that the outcomes of such assessments are systematically recorded for each learner.
- Assessments must be valid. This means that the assessment methods used need to be capable of generating sufficient evidence for judgements to be made as to whether a learner has met the assessment criteria and thereby achieved the learning outcome.

5.4. Methods of assessment

CIH support the use of a diversity of assessment methods for summative assessment and would expect centres to use a mixture of these in the assessment of each qualification.

These methods include:

- aural examination,
- reports, essays, reviews,
- individual and group presentations
- oral examination,
- portfolios of evidence,
- practical demonstrations/assignments
- individual and group project work,
- multiple choice tests
- written examinations or timed tests

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.

Where an assessment covers the assessment criteria for more than one unit, the assessment should be designed in such a way that it is possible for each unit to nevertheless be assessed individually and a grade awarded for each unit. Where two or more assessments cover the assessment criteria for one unit, the centre must calculate the overall grade for the unit. The learner must achieve all of the pass criteria before they can be considered for a merit and so on.

5.5. A special note on multiple choice and group assessments

Some assessment methods are more capable of enabling learners to meet the CIH assessment criteria than others. Multiple choice examinations or tests, for example, can be used where the assessment criteria ask learners to 'identify' or 'list' and are more suited to technical and mathematically based topics. However, they are generally not considered adequate where the assessment criteria demand that learners need to produce more discursive evidence such as describing, explaining, analysing or evaluating.

The use of group assessments should also be carefully considered. Detailed support information on this area is provided in the *CIH Awarding Organisation Assessment Guidance* document.

5.6. Security and authenticity of assessment

Centres must ensure that the assignment is the learners own work. Each assignment submitted must be verified by the learner as work that is wholly their own.

Tutors should not provide excessive assistance to learners with work that is to be assessed and learners should not be allowed excessive re-drafts of their work before it is assessed. (It is recommended that a maximum of a single re-draft is allowed).

All assignments must be kept securely whilst at the Centre.

5.7. Grading assessments

Generic grade descriptors are provided in the table on the next page.

It is the responsibility of accredited centres to contextualise these generic grade descriptors into their internal assessment strategy and to ensure that the grading criteria devised for each assessment are consistent with the generic grade descriptors.

The generic grade descriptors should not be issued to learners as a substitute for centre devised and assessment specific grading criteria.

5.8. Resubmission of assessment

Where a learner is referred in an assessment, the CIH Awarding Organisation recommends that learners should be given two further opportunities to resubmit. Where a learner is awarded a Refer grade for the second time they should be awarded an overall recommendation of Refer (Resubmission). Where a learner fails to meet the minimum criteria for a pass for a third time, CIH AO recommends that the learner be awarded an overall fail.

GRADE DESCRIPTORS – LEVEL 4

Learners will be awarded an overall **pass**, **merit** or **distinction grade** for the CIH Level 4 Diploma in Housing Practice (QCF). Generic grading descriptors for Level 4 are as follows. **It is the responsibility of accredited centres to contextualise these generic grade descriptors into their internal assessment strategy.**

A learner should be referred if:	For a pass grade learners will have demonstrated the following:	For a merit grade learner will have demonstrated the following in addition to the attributes for a pass:	For a distinction a learner will have demonstrated the following in addition to the attributes for a pass and merit:
The work shows a limited understanding of key concepts and lack of awareness of the complexity of the subject.	A sound understanding of key concepts and recognition of the complexity of the subject.	A comprehensive and current knowledge and understanding of a range of concepts.	A well developed knowledge and understanding of a broad range of concepts and complex subject matter.
The work displays a lack of awareness of different perspectives and approaches.	An awareness of different perspectives and approaches within the subject.	An informed awareness of different perspectives and approaches within the subject.	An ability to evaluate and check the validity of complex information in order to make informed judgements.
The work lacks any appreciable evidence to support statements.	An ability to use a number of methods and a range of sources to collect and use information.	An ability to employ a variety of methods to collect and use information.	An ability to synthesise complex information arguments and theories.
Some ability to use technical language, though not always accurately and with little or no reference to theory.	An ability to act as an independent learner and use relevant practical, theoretical or technical knowledge appropriately.	An ability to analyse and interpret varied information, using relevant techniques and theories.	An ability to apply relevant knowledge and understanding to complex issues or new problems, with originality and coherence.
Work is not presented in the required manner and lacks references to sources used.	An ability to present their work in the required manner using appropriate referencing.	An ability to present work clearly and coherently and with sources mostly referenced.	An ability to present work that is fluent and fully referenced.

6. Reasonable adjustments and special considerations

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. The centre is required to implement the adjustments to assessment and to notify CIH of this.

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

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

If the application is successful it may result in a small post assessment adjustment to the mark of the learner. Application for special consideration must be submitted in writing to the Head of Education at CIH.

For further information consult the *CIH Awarding Organisation teaching and guidelines relating to learners who have a disability or particular learning and assessment needs and special considerations*.

7. External moderation

The CIH Awarding Organisation will appoint an external moderator to accredited centres to moderate the internally set and externally set assessments.

The external moderator will check that the centre assessment strategy and individual assessment briefs (tasks) meet the specified learning outcomes and assessment criteria. They will complete and submit moderation report form A and return it to the CIH Awarding Organisation. The form will include recommended amendments to the assessment strategy and assignments. The CIH Awarding Organisation will retain this form and send a copy to the course leader at the centre. This review **MUST** be completed before the assessments are implemented.

During the course the external moderator will sample both internally and externally set assessments. For each tutor, and each level they mark, a 15% sample of learner work will be moderated, across all grade bands. Sample work does not have to be seen from every learner, or from every cohort. Internal Verification procedures should address this. Internal verification procedures will be checked by the CIH moderator when they undertake their centre QA visits.

The external moderator will complete and submit moderation report form B and return it to the CIH Awarding Organisation. This form contains a record of the moderator's comments on the accredited centre's assessment decisions. The CIH Awarding Organisation will retain this form and send a copy to the course leader at the centres.

The report may include a requirement for an adjustment to the grades of a learner or for a whole cohort to be remarked. Centres are advised NOT to release marks until the moderation process has been completed.

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.

Further information and examples of the forms used in this process are included in the CIH Awarding Organisation External Moderation guidance.

8. Award of grades for the qualification

Learners will be awarded a pass, merit or distinction grade for the qualification.

This qualification is not eligible for an aegrotat award.

The Rules of Combination must be achieved. See page 4.

Learners will be required to achieve at least a pass grade in ALL UNITS in order to be eligible for an award. The overall grade for internal assessment should be aggregated, by the centre, using the following method:

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

Each unit is given a number of points as outlined above. The points per unit are added together and divided by the number of units. The final grade can be worked out with reference to the following schedule:

Total points range for qualification	Corresponding qualification grade
2.00 – 2.54	Pass
2.55 – 3.49	Merit
3.50 – 4.00	Distinction

For example:

Points allocated to learner A:			Points allocated to learner B:		
Unit 1	2	P	Unit 1	4	D
Unit 2	3	M	Unit 2	4	D
Unit 3	4	D	Unit 3	2	D
Unit 4	4	D	Unit 4	2	P
Unit 5	4	D	Unit 5	2	P
Unit 6	4	D	Unit 6	2	P
Unit 7	2	P	Unit 7	4	D
Unit 8	2	P	Unit 8	4	D
Unit 9	2	P	Unit 9	4	D
Unit 10	3	M	Unit 10	4	D
Unit 11	3	M	Unit 11	4	D
Unit 12	3	M	Unit 12	4	D
<u>Total Points</u>		<u>36</u>	<u>Total Points</u>		<u>42</u>
Divided by units		12	Divided by units		12
Final score		3	Final score		3.5
Final Grade		M	Final Grade		D

9. Certificates

- It is the responsibility of an accredited centre to provide a record (Pass List) of learner results to the CIH Education Team before certification can take place.
- This Pass List must be authenticated (signed) and dated by the lead tutor for housing at the accredited centre.
- No certificates will be issued to an accredited centre until the course has been moderated by the CIH external moderator and an authenticated Pass List has been received.

The Unit and Qualification Certificate will include the logos of the regulators of England (Ofqual), Wales (Welsh Government) and Northern Ireland (CCEA) and is accredited only for England, Wales and Northern Ireland.

10. Other documents of relevance to the delivery of qualifications

- Equality and Diversity Policy
- Replacement Certificate Request
- Internal Verification Policy
- Claiming Credit for QCF Qualifications
- External Moderation Guidance
- Reasonable Adjustments and Special Considerations Guidance
- Complaints Policy
- Appeals Policy
- Assessment guidance
- Assignment presentation guidance
- Centre handbook

Further information and documents are available on the CIH website at:

<http://www.cih.org/CIH/accreditedcentresources.page>

11. Units for the CIH Level 4 Diploma in Housing Practice (QCF)

CIH Awarding Organisation Unit HP401

Title	Housing need, demand and supply (L/503/1173)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
Learners will:		Learners can:
1. Understand the demographic profile of the UK and its impact on housing need and housing demand.	1.1. Analyse the demographic profile of the local area and relate it to national demography. 1.2. Differentiate between housing demand and housing need. 1.3. Explain the relationships between demographic profile and housing need and housing demand.	
2. Understand the relationship between the demand for and the supply of housing in the UK across all tenures.	2.1. Identify and describe socio-economic factors that influence housing supply, demand and need. 2.2. Explain the factors influencing housing supply and demand in all forms of tenure, including: <ul style="list-style-type: none">• planning permission• land availability• demography• price• national policy 2.3. Evaluate the tools used by local authorities to understand their local housing markets.	
3. Understand the range of factors that influence local housing market strategies.	3.1. Evaluate the impact that national policy and initiatives have on local housing market strategies. 3.2. Explain the other factors that determine local housing market strategies.	
Additional information about the unit		

Title	Housing need, demand and supply (L/503/1173)	
Level	4	
Unit purpose and aim(s)	The unit aims to enable learners to explore the demographic profile of the UK and understand the impact this, and socio-economic factors, have on housing need, demand and supply. They will also examine a range of factors influencing local housing market strategies.	
Unit review date	28/02/2014	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements. H4 13 Enable the availability of additional homes H4 16 Develop practices which promote choice, well-being and protection of all individuals H4 20 Develop joint working agreements and practices and review their effectiveness	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	None	

Indicative Content

- Demography (the study of population) – meaning, techniques, analysis, application – why is it important to housing people?
- Housing tenure – meaning, difference, distribution, importance
- Housing supply and demand –
 - supply – what does this mean, who does it, why, how, where?
 - demand – what is it and what drives it; who does the demanding and why
 - planning permission, land availability, demography, price, national policy, mortgage availability
- Housing need – why need; whose need; why is it important; how is it assessed; how can it be analysed and to what ends?
- Social problems and housing: what are social problems and why might they be significant; are they caused by housing; is there a link with need/demand?

- Representations of and perceptions of housing (e.g. film, TV, literature and news media)
 - I've added this because all the analyses of supply, demand and need can come to nought because of how we perceive housing and those perceptions can override all our rational inclinations; for example, representations of social housing or homelessness; the association of social problems with social housing; NIMBYISM; vulnerability and housing etc.

CIH Awarding Organisation Unit HP402

Title	Housing Policy (R/503/1174)	
Level	4	
Credit Value	6	
Learning outcomes	Assessment criteria	
1. Understand how housing policy is made and implemented.	1.1.	Identify the drivers for the development of housing policy.
	1.2.	Explain the difference between policy, legislation, regulation, guidance and incentives.
2. Know the organisations and agencies that influence and shape housing policy.	2.1.	Identify the key participants in the housing policy making process.
	2.2.	Explain how they influence and shape the housing policy making process.
3. Understand the historical development of national housing policy.	3.1.	Summarise the historical development of national housing policy.
	3.2.	Explain how housing policy has diverged in the UK.
4. Understand how housing policy impacts on practice.	4.1.	Evaluate the impact of a housing policy on practice in a local specific context.
	4.2.	Compare approaches to the implementation of a housing policy.
Additional information about the unit		
Unit purpose and aim(s)	The aim of this unit is to further learners' understanding of housing policy in the UK by exploring its historical development and the relationships between different policy making bodies and their policy-making processes. It also enables learners to develop analytical skills; learning how to analyse and evaluate policies, in particular their intended outcomes and impacts.	
Unit review date	28/02/2014	

Title	Housing Policy (R/503/1174)	
Level	4	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 12 Contribute to housing review, strategies and plans H4 16 Develop practices which promote choice, well-being and protection of all individuals	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Housing Policy (NQF) J/500/2058	

Indicative Content

- What is public policy – definitions, processes, motivations, purposes etc.
- The evolution of housing policy and policy trends – early twentieth century to date.
- The politics of housing – ideology or not? In essence housing policy is ideology free but presented as otherwise – an exploration of the commonalities in political policy would expose this.
- Current housing policy and what the future might hold.
- Policy and the structure of housing – housing is not a free for all e.g. the current balance of owned and rented housing derives from policy.
- Housing policy divergence – devolution and the policies of the newly federal UK.
- Housing policy bifurcation – policy for the general needs and specific needs – an overlooked aspect of policy evaluation that has shown that there is indeed ‘one policy for us and another for them’.

CIH Awarding Organisation Unit HP403

Title	The delivery of housing services (Y/503/1175)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand the key policy drivers under which housing providers are delivering housing services.	1.1. Explore the role of regulation in setting and monitoring standards for housing providers. 1.2. Critically review the sector standards framework used to assess the performance of housing providers. 1.3. Review the concept of locally driven service provision.
2.	Understand the importance of partnership working in the delivery of housing services.	2.1. Analyse the key elements of successful partnership working. 2.2. Evaluate a service that is delivered in partnership with other organisations.
3.	Understand the type and range of housing providers and the tenancies they can offer.	3.1. Describe the range of housing organisations that provide affordable housing. 3.2. Describe the tenancy options that each provider can offer. 3.3. Describe the housing and related services delivered by affordable housing providers and other organisations.
4.	Understand the drivers for resident involvement and empowerment and the range of opportunities for resident involvement in housing and housing related services.	4.1. Describe the context for resident involvement and how this has changed over the last decade. 4.2. Analyse the difference between involvement, engagement, consultation and scrutiny. 4.3. Evaluate different methods of resident involvement.
Additional information about the unit		

Title	The delivery of housing services (Y/503/1175)	
Level	4	
Unit purpose and aim(s)	The aim of this unit is for learners to explore the delivery of housing services from a strategic and operational view. Linking policy to delivery. It looks at housing delivery in a national, local, organisational and individual basis. It explores regulation.	
Unit review date	28/02/2014	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements.	
Assessment requirements or guidance specified by a sector or regulatory body	This unit must be assessed using the externally set assessment as devised by CIH	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	None	

This unit must be assessed using the externally set assessment as devised by CIH.

Indicative content

Learning outcome 1

- Include economic regulation.
- Look at localism and locally driven service provision.
- Look at the sanctions that regulators can employ.

Learning outcome 2

- Exploring the wider strategic role of housing.
- How housing works with other partners such as the Police, Social Services, Education, NHS.

Externally Set Assessment

The Delivery of Housing Services (Unit HP403)

The externally set assessment of the CIH Level 4 Diploma in Housing Practice (QCF) plays a fundamental role in ensuring consistency of standards. The externally set assessment contributes to the overall grade of the qualification.

The externally set assessment task is devised by the CIH. Centre's **MUST** use the assessment task provided to assess this unit.

The externally set assessment is:

- Set by the CIH
- Delivered by the Centre to CIH guidelines
- Marked by the Centre to CIH guidelines
- Used to assess the learning for Unit HP403, The delivery of housing services.

The externally set assessment is designed to assess that the learner can demonstrate the achievement of the following assessment criteria:

- 3.1. Describe the range of housing organisations that provide affordable housing.
- 3.2. Describe the tenancy options that each provider can offer.
- 3.3. Describe the housing and related services delivered by affordable housing providers and other organisations.
- 2.1. Analyse the key elements of successful partnership working.
- 2.2. Evaluate a service that is delivered in partnership with other organisations.
- 4.1. Describe the context for resident involvement and how this has changed over the last decade.
- 4.2. Analyse the difference between involvement, engagement, consultation and scrutiny.
- 4.3. Evaluate different methods of resident involvement.
- 1.1. Explore the role of regulation in setting and monitoring standards for housing providers.
- 1.2. Critically review the sector standards framework used to assess the performance of housing providers.
- 1.3. Review the concept of locally driven service provision.

CIH Level 4 Diploma in Housing Practice (QCF)
The Delivery of Housing Services (Unit HP403)
Externally Set Assessment Task

Overview

Your housing organisation is undertaking a review of the services it provides. As part of this review, you have been asked to prepare a report on the organisation's approach to;

- partnership working,
- resident involvement,
- and the impact of regulation;

comparing it to other affordable housing organisations.

and guidance

- Use a professional report format; introduction, clearly structured sections, recommendations and conclusion.
- Summarise factual information and use references, bibliography or appendices to indicate where more detail can be found.
- Aim to show that you have carried out a range of research in producing this report. You must include referencing in your report. It is recommended that you use the Harvard referencing system.
- You are expected to be constructively critical – give credit for strengths and make workable suggestions for improvement.

Your report should be a maximum of 3000 words in length. As each of the four tasks has an equal weighting, it is recommended that each section should be approximately 750 words in length.

CIH Level 4 Diploma in Housing Practice (QCF)
The Delivery of Housing Services (Unit HP403)
Externally Set Assessment Task

Assignment Task

Your report must consider the following:

Housing Organisations – setting the scene

- Compare the tenancy options and housing related services that your organisation provides, to those offered by a range of housing organisations that provide affordable housing.
- Describe the housing related services offered by non-housing organisations that your or other housing organisations work with.

Partnership Working

- To highlight the organisation's approach to partnership working, examine a service that is delivered in partnership with another organisation(s). In doing so, evaluate it in terms of the key elements required for successful partnership working.

Resident Involvement

- Describe the organisation's policy approach towards resident involvement. Identify any influences that have shaped the policy and comment on any changes that have occurred to the policy over the last decade.
- For the organisation's customers, evaluate different opportunities for resident involvement. When identifying specific methods, include examples from different types or levels and analyse the difference between involvement, engagement, consultation, and scrutiny.

Policy and Regulation Context

- Explain how and why the organisation is regulated. Identify any proposed changes to regulation.
- Identify and comment on the standards frameworks used by regulators to assess the organisation's performance.
- Briefly review how the organisation's approach to delivering housing services has been influenced by other key government policy drivers including the concept of locally driven service provision.

Grading Descriptors

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;
They do not address all the assignment tasks.	Address all of the assessment tasks.	Achieve all of the pass criteria.	Achieve all of the merit criteria.
The work lacks any evidence to support statements about housing providers.	An ability to use a number of methods and a range of sources to collect and use information about housing providers.	An ability to employ a variety of methods and a range of sources to collect and use information about housing providers.	An ability to synthesize complex information about housing providers.
The work displays a lack of awareness of partnership working.	An awareness of different perspectives and approaches to partnership working.	An informed awareness of different perspectives and approaches to partnership working.	An ability to evaluate and check the validity of complex information in order to make informed judgements about partnership working.
The work displays a lack of awareness of resident involvement.	Use of practical, theoretical or technical knowledge appropriately with regards to resident involvement.	An ability to analyse and interpret varied information about resident involvement using relevant techniques and theories.	An ability to apply knowledge and understanding of resident involvement to complex issues or new problems with originality and coherence.
The work shows a limited understanding of the concept of locally driven service provision and a lack of awareness of the complexity of regulation.	A sound understanding of the key concepts relating to regulation and locally driven service provision and recognition of their complexity.	A comprehensive and current knowledge and understanding of regulation and the concept of locally driven service provision.	A well developed knowledge and understanding of regulation and the concept of locally driven service provision.
The work is not presented in the form of a report.	An ability to present the work in the form of a report.	An ability to present the work clearly and coherently.	An ability to present work that is fluent.
The work lacks reference to the sources used.	Attempt to reference the work.	Attempt to use the Harvard referencing system.	Reference accurately using the Harvard referencing system.

Title	Managing People (D/503/1176)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand a range of human resource practices in housing organisations.	1.1. Describe the practice of; ➤ Staff selection and recruitment ➤ Staff training, development and appraisal ➤ Motivation and communication ➤ Equality and diversity in relation to managing people 1.2. Identify good practice examples of: ➤ Staff selection and recruitment ➤ Staff training, development and appraisal ➤ Motivation and communication ➤ Equality and diversity in relation to managing people.
2.	Know how to manage a team.	2.1. Summarise theories for managing teams. 2.2. Explain the importance of teamwork. 2.3. Discuss how conflict can be resolved within teams. 2.4. Evaluate approaches for managing a dispersed workforce effectively.
3.	Know how to manage change.	3.1. Review theories and models for managing change. 3.2. Evaluate how a particular change has been managed at a housing organisation.
4.	Understand their responsibilities for safe practice at work.	4.1. Summarise the risks that staff may experience as part of their working practice. 4.2. Explore policy and practice for minimizing risks to staff.
Additional information about the unit		
Unit purpose and aim(s)		The unit explores how to manage people, through an understanding of human resource policy and practice, managing change and managing risk.
Unit review date		28/02/2014

Title	Managing People (D/503/1176)	
Level	4	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 04 Manage and develop individuals	
Assessment requirements or guidance specified by a sector or regulatory body	N/A	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Managing People (NQF) M/500/2068	

Title	Housing support services for independent living (H/503/1177)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the context in which support services operate in delivering independent living.		1.1. Analyse the context in which support services are provided e.g. personalisation, public expenditure cuts and multi-agency working. 1.2. Evaluate different approaches for providing support services for independent living e.g. floating support.
2. Understand the role of service user involvement in the design and delivery of support services for independent living.		2.1. Describe opportunities for service users to be involved in the design and delivery of support services for independent living. 2.2. Evaluate the impact of service user involvement in the delivery of support services for independent living.
3. Understand the legislative, funding and monitoring framework for support services for independent living.		3.1. Summarise the legislative framework for support services. 3.2. Explain how support services for independent living are funded. 3.3. Explain how support services for independent living are monitored internally and externally.
Additional information about the unit		
Unit purpose and aim(s)		The unit explores housing support services for independent living. It looks at how these services are provided and how service users are involved. It also looks at the legislative, funding and monitoring context of providing these services.
Unit expiry date		28/02/2014

Title	Housing support services for independent living (H/503/1177)	
Level	4	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	<p>NOS Level 4</p> <p>H4 01 Ensure compliance with legal, regulatory, ethical and social requirements</p> <p>H4 02 Develop productive working relationships with colleagues and stakeholders</p> <p>H4 03 Develop and implement operational plans for your area of responsibility</p> <p>H4 15 Set up and manage partnership working arrangements in a housing context</p> <p>H4 16 Develop practices which promote choice, well-being and protection of all individuals</p>	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	1.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Supported housing services L/500/2062	

Title	Strategies for promoting independent living (K/503/1178)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand strategies for promoting independent living.	1.1. Identify and evaluate strategies to promote empowerment, independence and choice. 1.2. Evaluate the effectiveness of person centred needs assessments, risk assessment and person centred support planning processes. 1.3. Assess the implications for service delivery of person centred needs and risk assessments and support planning processes.
2.	Understand strategies for safeguarding individuals with support needs.	2.1. Explain the role of prevention, e.g. from harm or abuse, in the supporting of clients. 2.2. Evaluate organisational procedures for safeguarding individuals.
3.	Understand the technological and housing design tools available to assist the enabling of independent living.	3.1. Evaluate the strategic role of assistive technology in providing housing and services to people with support needs. 3.2. Assess the housing design needs of different client groups against the lifetime homes standard.
Additional information about the unit		
Unit purpose and aim		The unit will explore strategies for promoting independent living and for safeguarding individuals. It will also explore the technological and housing design tools available to support these strategies.
Unit review date		28/02/2014
Details of the relationship between the unit and the Asset skills Level 4 Housing national occupational standards		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
Assessment requirements or guidance specified by a sector or regulatory body		N/A
Support for the unit from a sector skills council or other appropriate body		Asset Skills

Title	Strategies for promoting independent living (K/503/1178)	
Level	4	
Location of the unit within the subject/sector classification system	01.4 Public services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Housing Support for Clients R/500/2063	

Title	Customer Involvement in Local Services (M/503/1179)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the impact of a customer focused approach to providing local services.		1.1. Analyse the aims, objectives and value of a customer focused approach to providing local services. 1.2. Explain a localist approach and its key features.
2. Understand the strategic partnership approach to local services.		2.1. Identify and analyse the role of different agencies involved in the delivery of local services. 2.2. Evaluate the strengths and weaknesses of a strategic partnership approach to the delivery of local services.
3. Understand the role of tenant, resident, and service user involvement in the design, delivery and scrutiny of local services and their capacity to deliver.		3.1. Describe opportunities and the needs of tenants, residents, and service users to be involved in the design and delivery of local services. 3.2. Evaluate the role of involvement and scrutiny in the delivery of local services. 3.3. Evaluate mechanisms to develop capacity for tenant involvement.
Additional information about the unit		
Unit purpose and aim(s)		The unit will examine approaches to ensuring local services are customer focused. It aims to explore customer focused and partnership approaches to providing local services. It also aims to consider the role of tenant, resident, and service user involvement in the design, delivery and scrutiny of local services.
Unit review date		28/02/2014
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 14 Implement and manage feedback processes with customers and stakeholders H4 15 Set up and manage partnership working arrangements in a housing context

Title	Customer Involvement in Local Services (M/503/1179)	
Level	4	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Customer and Neighbourhood Services H/500/2066	

CIH Awarding Organisation Unit HP408

Title	Housing Management Services (H/503/1180)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand key housing management functions.	1.1. Analyse key housing management functions e.g. income maximisation, making best use of existing stock, lettings, empty properties, estate management, repairs and maintenance, tackling ASB and tenancy management. 1.2. Critically compare alternative models to delivering housing management services, e.g. specialist, generic and contracted.
2.	Understand approaches to the provision of housing.	2.1. Explain different approaches to the provision of housing, e.g. lettings and shared ownership. 2.2. Identify legal responsibilities with regards to the provision of housing e.g. homelessness.
3.	Understand a range of housing and housing related advice services.	3.1. Describe a range of housing and housing related advice services, e.g. financial and welfare advice. 3.2. Evaluate different approaches to designing and delivering housing and housing related advice services.
Additional information about the unit		
Unit purpose and aim(s)		The purpose of the unit is to explore the key functions involved in housing management. Learners will also consider approaches to the provision of housing. The unit will also enable learners to examine a range of housing and housing related advice services.
Unit review date		28/02/2014

Title	Housing Management Services (H/503/1180)	
Level	4	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 08 Manage disputes and breaches of agreements in a housing context H4 09 Monitor and respond to the potential for legal proceedings in a housing context H4 10 Reduce the number and impact of empty properties H4 11 Manage and develop housing rent services H4 13 Enable the availability of additional homes	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	1.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Housing Management K/500/2067	

Title	The governance of housing businesses (Y/503/2391)		
Level	4		
Credit Value	6		
Learning outcomes		Assessment criteria	
1.	Understand the financial framework for housing organisations.	1.1.	Describe how housing organisations are funded and financed.
		1.2.	Examine key changes to housing finance over the last 10 years and how these impact on the housing organisation.
		1.3.	Outline the role of the Board in monitoring the financial activities of a housing organisation.
2.	Understand the strategic business planning processes in a housing organisation.	2.1.	Outline the role of the Board in setting and monitoring the strategic direction of a housing organisation.
		2.2.	Compare business planning processes in at least two contrasting housing organisations.
		2.3.	Show how the business plan is monitored and reviewed and linked to performance management processes.
3.	Understand the Board's policy making activities.	3.1.	Examine the difference between, vision, mission, strategy and policy.
		3.2.	Compare and contrast policy making approaches between a local authority housing department and a housing association.
		3.3.	Outline the policy making process in a housing organisation and the role of the board in this process.
4.	Understand the role of the Board in the performance management of a housing organisation.	4.1	Describe at least three different ways in which housing organisations measure performance and how the board is involved.
		4.2	Explain the role of regulators and inspectors in monitoring performance.
		4.3	Examine the concept of risk and the role of the board in risk management.
Additional information about the unit			

Title	The governance of housing businesses (Y/503/2391)	
Level	4	
Unit purpose and aim(s)	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.	
Unit review date	31/03/2014	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 12 Contribute to housing review, strategies and plans	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	1.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	10/05/2011	
Unit guided learning hours	30	
Exemptions / equivalences	The Governance of Housing Businesses T/500/2072	

Title	The role of a Housing Board (K/503/2394)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand the legal, regulatory and auditory framework governing social housing organisations.	<p>1.1. Describe the legal and regulatory framework in the social housing sector.</p> <p>1.2. Assess the roles of internal and external audit in a housing organisation.</p> <p>1.3. Compare and contrast the different governance structures for Local Authorities, ALMO's, co-operatives and housing associations.</p>
2.	Understand the role of board members in the governance of social housing.	<p>2.1. Identify the constitutional role and legal responsibilities of Board Members.</p> <p>2.2. Explain the difference between the strategic role of the board and the operational role of senior managers comparing housing associations with local authorities.</p> <p>2.3. Identify the range of skills, experience and knowledge a Board needs to have.</p>
3.	Understand the role of the board in providing a customer focused housing service.	<p>3.1. Evaluate the balance and tensions between customer focused approaches and business focused activities.</p> <p>3.2. Explain the role of the Board in monitoring customer service and satisfaction and dealing with dissatisfaction including complaints and appeals.</p> <p>3.3. Evaluate the role of tenant board members.</p>
4.	Understand the Board's role as an employer.	<p>4.1. Identify the legal requirements and responsibilities of the Board as an employer.</p> <p>4.2. Evaluate systems for Board and senior management team appraisal.</p> <p>4.3. Explain the Board's role in relation to human resource management including grievance and disciplinary, whistle blowing, board and senior staff appraisal.</p>
Additional information about the unit		

Title	The role of a Housing Board (K/503/2394)	
Level	4	
Unit purpose and aim(s)	This unit requires learners to understand the principles of good governance and management. It examines the regulatory framework in the social housing sector and good practice in government in other sectors. It explores the role and responsibility of board members and evaluates the management responsibilities of the organisation.	
Unit review date	31/03/2014	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H3 01 Promote safe, ethical and sustainable practice in your area of responsibility H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 02 Develop productive working relationships with colleagues and stakeholders H4 05 Manage finance for your area of responsibility H4 09 Monitor and respond to the potential for legal proceedings in a housing context H4 12 Contribute to housing reviews, strategies and plans	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	1.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	10/05/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Governance and Management M/500/2071	

Title	The framework for planning and development (H/503/1678)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand the planning and development process and the key participants developing new homes and major refurbishment.	1.1. Analyse the social, environmental, political and legal context for planning and re / development of existing and new homes. 1.2. Explain the planning and development application process through concept, design and construction. 1.3. Summarise the key participants in the process. 1.4. Explain the strategic planning process.
2.	Understand the funding and investment opportunities for the re / development of existing and new homes.	2.1. Summarise the funding and investment opportunities for the re / development of existing and new homes. 2.2. Evaluate the opportunities that housing organisations have for generating income for the development process.
3.	Understand the regulatory, health and safety and quality frameworks for the re / development of existing and new homes.	3.1. Summarise the regulatory and quality frameworks for the re / development of existing and new homes. 3.2. Explain the health and safety framework for the re / development of existing and new homes.
Additional information about the unit		
Unit purpose and aim(s)		The unit explores the social, environmental and political context for planning and development.
Unit review date		30/04/2015
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 06 Identify and bid for funding and projects
Assessment requirements or guidance specified by a sector or regulatory body		None

Title	The framework for planning and development (H/503/1678)	
Level	4	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	06/04/2011	
Unit guided learning hours	30	
Exemptions / equivalences	The Framework for Planning and Development (Y/500/2064)	

Title	Buildings, communities and the environment (K/503/1679)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand the key stages of the construction process for homes.	1.1. Summarise the key stages of the construction process for homes.
2.	Understand the impact on the environment of existing and new homes and strategies to minimise this impact.	2.1. Analyse the impact of existing homes on the environment. 2.2. Analyse the impact of new homes on the environment. 2.3. Evaluate strategies to minimize the adverse impact of existing and new homes on the environment.
3.	Understand the drivers to improve the environmental performance of buildings.	3.1. Summarise the current policy and regulatory framework with regards to environmentally sustainable building practices. 3.2. Summarise the environmental and economic pressures to improve the environmental performance of buildings.
4.	Understand the relationship between people and places.	4.1. Critically evaluate the principles of sustainable communities or place making in the planning and re / development of existing and new homes. 4.2. Explain the localist approach to the re / development of existing and new homes. 4.3. Critically compare the localist approach to previous approaches to tenant and community involvement.
Additional information about the unit		
Unit purpose and aim(s)		The unit aims to introduce learners to the principles of building construction and how buildings impact on communities and the wider environment.
Unit review date		30/04/2015

Title	Buildings, communities and the environment (K/503/1679)	
Level	4	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 12 Contribute to housing reviews, strategies and plans H4 14 Implement and manage feedback processes with customers and stakeholders	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	06/04/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Buildings, Communities and the Environment (D/500/2065)	

Title	Housing Economics and Housing Finance (K/503/5098)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand the economic framework in which housing supply, management and maintenance operates.	1.1. Describe the economic factors that affect housing supply. 1.2. Analyse how these economic factors shape housing markets. 1.3. Identify the economic factors that affect the management and maintenance of properties in each sector.
2.	Know what funding and/or investment opportunities are available for housing supply, management and maintenance.	2.1. Identify the type and amount of supply subsidy for housing in each sector, since 1979, now and for the future. 2.2. Evaluate the effects of these changes on social housing supply. 2.3. Identify the type and amount of private sector investment in council and housing association properties. 2.4. Evaluate the effect of this investment on housing condition, and supply, nationally and regionally. 2.5. Compare how different sectors attract different streams of finance.
3.	Understand approaches to consumer subsidy for housing.	3.1. Identify the purpose, and the effect of consumer subsidy for owner occupied and rented housing. 3.2. Evaluate the effect of a consumer subsidy within a local or regional housing market.
Additional information about the unit		
Unit purpose and aim(s)		This unit requires learners to understand the processes the external sources of finance which housing organisations access. The unit also explores the wider financial environment of housing organisations and the affect of subsidy.
Unit review date		30/04/2015

Title	Housing Economics and Housing Finance (K/503/5098)	
Level	4	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 06 Identify and bid for funding and projects	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	31/08/11	
Unit guided learning hours	30	

Indicative content

Learning outcome 2

- Look at what funding and investment opportunities have been available in the past, now and in the future for the supply, management and maintenance of housing across tenure.
- Look at how different sectors are funded in different ways.

Title	Equality and Diversity in Housing (L/503/5238)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the importance of equality and diversity.		1.1. Explain the legal and regulatory requirements in respect of equality and diversity. 1.2. Explain good practice principles in relation to equality and diversity.
2. Understand how housing organisations can support positive approaches to equality and diversity across their staff and customers.		2.1. Explain the meaning of key concepts including; 'equality', 'equality of opportunity', 'diversity', 'prejudice', 'discrimination', 'exclusion' and 'oppression'. 2.2. Evaluate good practice case studies of equality and diversity practice in housing.
3. Understand how to promote equality and diversity in their own context / organisation.		3.1. Analyse current practice on equality and diversity in a housing organisation. 3.2. Explain how promoting equality and diversity supports the business and social goals of housing organisations. 3.3. Devise a plan to promote equality and diversity in a specific organisation.
Additional information about the unit		
Unit purpose and aim(s)		This unit aims to help learners to be proactive in promoting equality and diversity best practice in their housing context. They will develop a thorough and critical awareness of the concepts, issues and good practice involved.
Unit review date		30/04/2015
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		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
Assessment requirements or guidance specified by a sector or regulatory body		None
Support for the unit from a sector skills council or other appropriate body		Asset Skills

Title	Equality and Diversity in Housing (L/503/5238)	
Level	4	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	06/09/2011	
Unit guided learning hours	30	

Title	Partnership working in housing (R/503/5239)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand the range of ways partnership working in housing can take place.	1.1. Explain the spectrum for partnership working from networking to joint ventures. 1.2. Explore and evaluate two examples of partnership working in a housing context. 1.3. Critically examine the role of Housing initiatives led by other agencies such as the police, probation service, health service or community groups.
2.	Understand how to employ the skills necessary for successful partnership working.	2.1. Summarise the range of skills necessary for successful partnership working. 2.2. Explain the importance of networking skills for partnership working. 2.3. Explain the importance of negotiating skills for partnership working.
3.	Understand why partnership working is important.	3.1. Summarise the wider policy context which drives partnership working in a housing context. 3.2. Evaluate the use of sources of expert advice and guidance for housing management, e.g. disability groups, ethnic minority groups, lobbying groups.
Additional information about the unit		
Unit purpose and aim		The unit aims to explore how partnership working takes place and contributes to the successful delivery of housing and related services. It also explores the skills required for successful partnership working.
Unit review date		30/04/2015
Details of the relationship between the unit and the Asset Skills Level 4 Housing national occupational standards		H4 02 Develop productive working relationships with colleagues and stakeholders H4 15 Set up and manage partnership working arrangements H4 20 Develop joint working agreements and practices and review their effectiveness
Assessment requirements or guidance specified by a sector or regulatory body		N/A

Title	Partnership working in housing (R/503/5239)	
Level	4	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	06/09/2011	
Unit guided learning hours	30	

Title	Professional Practice Skills for Housing (R/503/5242)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the skills required for the housing professional.		1.1. Analyse the key skills required for the housing professional. 1.2. Summarise the CIH Code of Professional Conduct.
2. Be able to assess own professional performance.		2.1 Evaluate own professional practice skills. 2.2. Evaluate how their individual performance impacts on organisational objectives.
3. Be able to manage their own professional development.		3.1. Evaluate their personal and professional development activities. 3.2. Explain the importance of developing professional networks. 3.3. Develop a professional development plan.
Additional information about the unit		
Unit purpose and aim(s)		This unit aims to give learners the understanding and skills to progress at management level in housing. It does so by helping them to become more 'reflective practitioners'. It emphasises the importance of relating individual skills and performance to the effectiveness of the organisation as a whole, and being pro active in their own professional development.
Unit expiry date		30/04/2015
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements.
Assessment requirements or guidance specified by a sector or regulatory body		Externally set assignment
Support for the unit from a sector skills council or other appropriate body		Asset Skills
Location of the unit within the subject/sector classification system		01.4 Public Services

Title	Professional Practice Skills for Housing (R/503/5242)	
Level	4	
Name of the organisation submitting the unit	Chartered Institute of Housing Awarding Organisation	
Availability for use	Shared	
Unit available from	19/07/2011	
Unit guided learning hours	30	

Syllabus:

- Definitions of 'professionalism'
- Parameters of professionalism in housing work (e.g. CIH Code of Practice, others)
- Methods of performance management – individuals and organisations
- Assessing effectiveness in job roles
- Ability to reflect
- Self-assessment
- Getting feedback on performance (e.g. 360o appraisal etc.)
- Continuous professional development
- CIH membership opportunities
- Personal/Professional development planning
- SMART planning
- Evaluating development activities

Externally Set Assessment

Professional Practice Skills for Housing (Unit HP416)

The externally set assessment of the CIH Level 4 Diploma in Housing Practice (QCF) plays a fundamental role in ensuring consistency of standards. The externally set assessment contributes to the overall grade of the qualification.

The externally set assessment task is devised by the CIH. Centres **MUST** use the assessment task provided to assess this unit.

The externally set assessment is:

- Set by the CIH
- Delivered by the Centre to CIH guidelines
- Marked by the Centre to CIH guidelines
- Used to assess the learning for Unit HP416, Professional Practice Skills for Housing.

The externally set assessment is designed to assess that the learner can demonstrate the achievement of the following assessment criteria:

- 1.1. Analyse the key skills required for the housing professional.
- 1.2. Summarise the CIH Code of Professional Conduct.
- 2.1. Evaluate own professional practice skills.
- 2.2. Evaluate how their individual performance impacts on organizational objectives.
- 3.1. Evaluate their personal and professional development activities.
- 3.2. Explain the importance of developing professional networks.
- 3.3. Develop a professional development plan.

CIH Level 4 Diploma in Housing Practice (QCF)
Professional practice Skills for Housing (Unit HP416)
Externally Set Assessment Task

Assignment Task

There are three sections to this task – Professionalism, Performance and Planning.
Your assignment should be approximately 3000 words in length as a guide.

Professionalism: (approx. 700 words as a guide)

- Briefly describe your role in housing.
- In relation to this role, what does it mean to be 'professional'? Make sure you refer to the CIH Code of Professional Practice here.

Performance: (approx. 1250 words as a guide)

- How does your own performance contribute to the performance of your organisation?
- Describe what excellent performance in your role would be.
- How well do you match this? In what respects do you think you perform well?
- How do you get feedback from stakeholders on your performance? How could you get more feedback from stakeholders?
- How could you improve your performance?

Planning: (approx. 1250 words as a guide)

- How have you sought to develop your professional effectiveness so far? What have you found to be the most effective types of development activity for you?
- How have you been involved with CIH? What benefits have you had from this involvement? How can CIH help you in your future development?
- Produce a Professional development plan for the period after this CIH course. This should include:
 - A long term career aim or aspiration
 - A 3 to 5 year development plan
 - A detailed and SMART 12 to 18 month development plan, which begins with this CIH qualification, and shows how you will continue your professional development after the course.

CIH Level 4 Diploma in Housing Practice (QCF)
Professional practice Skills for Housing (Unit HP416)
Externally Set Assessment Task

Grading Descriptors

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;
The work has not addressed the assignment task.	The work has addressed the assignment task.	All pass criteria have been met.	All merit criteria have been met.
The work displays a lack of awareness of what it means to be a housing professional.	The work demonstrates an understanding of the key skills required for the housing professional.	The work shows an awareness of different perspectives on what it means to be a housing professional.	The work shows a broad range of perspectives on what it means to be a housing professional.
The work displays a lack of awareness of the CIH Code of Professional Practice.	The work demonstrates an awareness of the CIH Code of Professional Practice.		
The work does not describe what excellent performance in their role would be or evaluate performance against this. The work does not explore feedback from stakeholders.	The work describes what excellent performance in their role would be and evaluates own performance against this. The work explores feedback from stakeholders.	The work shows an ability to employ a variety of methods to obtain feedback from stakeholders.	
The work does not evaluate how own performance contributes to the performance of the organisation.	The work evaluates how own performance contributes to the performance of the organisation.		The work demonstrates an ability to analyse own performance and how it contributes to that of the organisation using relevant techniques and theories.
The work does not evaluate own personal and professional development activities.	The work evaluates own personal and professional development activities.		

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;
The work does not explore the importance of developing professional networks.	The work explains the importance of developing professional networks.		
A professional development plan is not produced.	A professional development plan is produced and includes a long term career aim or aspiration and a 3-5 year development plan and a detailed 12-18 development plan with SMART targets.	The professional development plan is well structured and there is evidence of research into development opportunities.	The professional development plan is sophisticated and a variety of methods have been used to undertake the research into development opportunities, with a demonstrable understanding of the wider housing career market.
The work is not presented well.	An ability to present the work well.	An ability to present the work clearly and coherently.	An ability to present work that is fluent.

CIH Awarding Organisation

CIH Level 4 Diploma in Housing Practice (QCF)

LO Ref No.	Learning Outcome	Assignment element	Refer/Fail	Pass	Merit	Distinction
			The work has not addressed all of the assignment task.	The work has addressed all of the assignment task.	All pass criteria have been met.	All merit criteria have been met.
		Briefly describe your role in housing.				
1.1.	Analyse the key skills required for the housing professional.	In relation to this role, what does it mean to be 'professional'?	The work displays a lack of awareness of what it means to be a housing professional.	The work demonstrates an understanding of the key skills required for the housing professional.	The work shows an awareness of different perspectives on what it means to be a housing professional.	The work shows a broad range of perspectives on what it means to be a housing professional.
1.2.	Summarise the CIH Code of Professional Conduct.	Make sure that you refer to the CIH Code of Professional Practice here.	The work displays a lack of awareness of the CIH Code of Professional Practice.	The work displays an awareness of the CIH Code of Professional Practice.		
2.1.	Evaluate own professional practice skills.	Describe what excellent performance in your role would be. How well do you match this? In what respects do you think you perform well? How do you get feedback from stakeholders on your performance? How could you get more feedback from stakeholders?	The work does not describe what excellent performance in their role would be or evaluate performance against this. The work does not explore feedback from stakeholders.	The work describes what excellent performance in their role would be and evaluates own performance against this. The work explores feedback from stakeholders.	The work shows an ability to employ a variety of methods to obtain feedback from stakeholders.	
2.2.	Evaluate how their individual performance impacts on organisational objectives.	How does your own performance contribute to the performance of your organisation?	The work does not evaluate how own performance contributes to the performance of the organisation.	The work evaluates how own performance contributes to the performance of the organisation.		The work demonstrates an ability to analyse own performance and how it contributes to that of the organisation using relevant techniques and theories.
3.1.	Evaluate their personal and professional development activities.	How have you sought to develop your professional effectiveness so far? What have you found to be the most effective development activity for you?	The work does not evaluate own personal and professional development activities.	The work evaluates own personal and professional development activities.		
3.2.	Explain the importance of developing professional networks.	How have you been involved with CIH? What benefits have you had from this involvement? How can CIH help you in your future development?	The work does not explore the importance of developing professional networks.	The work explains the importance of developing professional networks.		
3.3.	Develop a professional development plan.	Produce a professional development plan for the period after this CIH course. This should include: A long term career aim or aspiration; a 3-5 year development plan; a detailed and SMART 12-18 month development plan, which begins with this CIH qualification and shows how you will continue your professional development after the course.	A professional development plan is not produced.	A professional development plan is produced and includes a long term career aim or aspiration and a 3-5 year development plan and a detailed 12-18 development plan with SMART targets.	The professional development plan is well structured and there is evidence of research into development opportunities.	The professional development plan is sophisticated and a variety of methods have been used to undertake the research into development opportunities, with a demonstrable understanding of the wider housing career market.

Title	Housing Law (M/503/5099)		
Level	4		
Credit Value	6		
Learning outcomes		Assessment criteria	
1.	Understand the legislative framework for the country in which you live or work.	1.1.	Summarise the legislative framework for the country in which you live or work.
		1.2.	Summarise the role of courts and tribunals.
		1.3.	Explain the differences between criminal and civil law.
2.	Understand key legislation in relation to landlords and tenants for the country in which you live or work.	2.1.	Explain the legislation in relation to landlords for the country in which you live or work.
		2.2.	Explain the legislation in relation to tenants for the country in which you live or work.
		2.3.	Summarise the differences in this legislation across the UK.
3.	Understand the application of the law to homelessness and housing practice for the country in which you live or work.	3.1.	Analyse the law in relation to homelessness for the country in which you live or work.
		3.2.	Evaluate the application of the law to an area of housing practice. For example; lettings, anti-social behaviour, repairs and maintenance.
		3.3.	Summarise the differences in the application of the law in relation to housing and housing practice across the UK.
Additional information about the unit			
Unit purpose and aim(s)		The unit aims to provide learners with an understanding of the legal system in relation to housing, specifically for the country they work in, but in a UK context. It explores the law in relation to landlords and tenants and requires learners to examine the application of the law in housing practice and homelessness.	
Unit review date		30/04/2015	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01	Ensure compliance with legal, regulatory, ethical and social requirements
		H4 09	Monitor and respond to the potential for legal proceedings
Assessment requirements or guidance specified by a sector or regulatory body		N/A	

Title	Housing Law (M/503/5099)	
Level	4	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	19/07/2011	
Unit guided learning hours	30	

Title	Research Skills for Housing (T/503/5637)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand why research is important for planning housing and housing related services.	1.1. Explain why research is important for planning and evaluating housing and housing related services.
2.	Understand different research methods and research ethics.	2.1. Explain the difference between primary and secondary research data and evaluate the advantages and disadvantages of each. 2.2. Explain qualitative and quantitative research methods and their uses. 2.3. Discuss the ethical considerations associated with different research methods.
3.	Be able to undertake a research study.	3.1. Develop a plan for a research study which reflects one of the different research methods outlined above. 3.2. Analyse the ethical considerations of the proposed study and include these in the research plan. 3.2. Undertake a small research study using one of the research methods outlined above. 3.3. Analyse the results of a research study. 3.4. Evaluate the effectiveness of your chosen research methods.
Additional information about the unit		
Unit purpose and aim(s)		The unit aims to introduce learners to the principles of social science research methods for housing.
Unit review date		28/02/2014
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 12 Contribute to housing reviews, strategies and plans
Assessment requirements or guidance specified by a sector or regulatory body		N/A

Title	Research Skills for Housing (T/503/5637)	
Level	4	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	01/03/2011	
Unit guided learning hours	30	

Indicative Content

CIH suggest that you include the following in your course content:

Learning outcome 1

Explain why research is important for planning housing services.
Research can contribute to housing reviews, strategies and plans.

Learning outcome 2

Compare and contrast two research studies that use different research methods.
Consider the ethics of each.

Learning outcome 3

Carry out a research study on a topic of your choice, which should include:

- A literature review
- The purpose of your study
- The research methodology
- Any ethical considerations
- How you analysed your results
- Piloting plans
- Present findings to peer group
- Positive and negative of research design
- How would you change your methodology as a result of your pilot study

Title	Customer Care in a Housing Services Context (K/503/5246)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the relationship between good customer service and effective service delivery and continuous improvement in a housing services context.		1.1. Explain the role of effective customer service in developing, delivering and improving needs led housing services. 1.2. Explain the concept of continuous improvement. 1.3. Evaluate standards and measures which aim to develop a culture of customer focus and continuous improvement.
2. Understand how to develop and deliver effective customer service in a housing services context.		2.1. Explain how to develop customer focused systems, policies and procedures. 2.2. Understand the role of the manager and staff in developing and maintaining a customer focused culture.
3. Understand how to use customer feedback to improve service design and delivery.		3.1. Evaluate systems for monitoring, analysing and responding to positive and negative customer feedback. 3.2. Analyse common themes emerging from customer feedback and take these into account when developing, delivering and improving services.
Additional information about the unit		
Unit purpose and aim(s)		The unit will evaluate the approach to customer service in a housing context. It aims to consider the role of effective customer care in the design, delivery and improvement of housing services. Service and how to use customer feedback to develop customer focused, needs led services.
Unit expiry date		30/04/15
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements. H4 14 Implement and manage feedback processes with customers and stakeholders

Title	Customer Care in a Housing Services Context (K/503/5246)	
Level	4	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	06/09/11	
Unit guided learning hours	30	