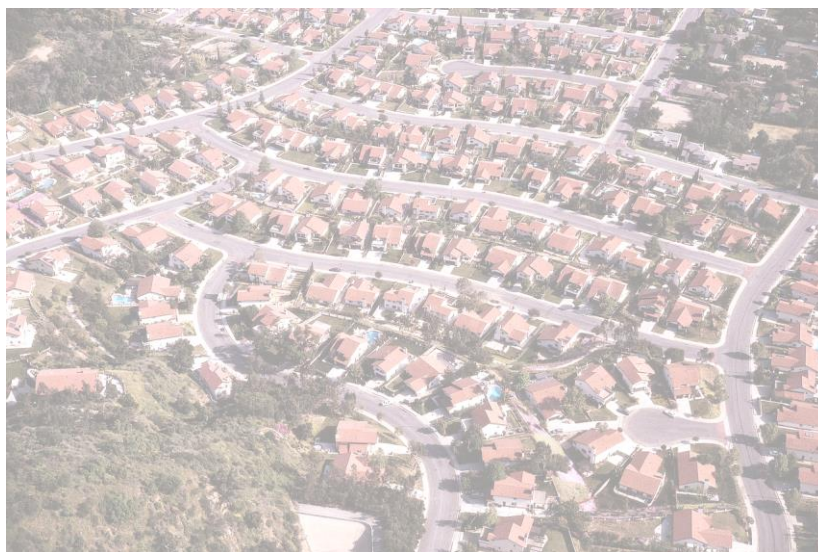




# **CIH Awarding Organisation Qualification Specification**

## **CIH Level 4 Certificate for the Housing Profession (QCF) 600/3806/8**



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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 Certificate for the Housing Profession (QCF)**

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

The qualification aims to:

- Provide housing knowledge to those who already have extensive study skills.
- Provide study skills to those who already have extensive knowledge of housing.

The qualification is aimed at people:

- Aged 18+,
- who may have a degree in a non-cognate discipline and are now in the housing profession or,
- who may have a HNC/D in a related subject, or
- who may have two years managerial experience working in housing.

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

### 3. Qualification Rules of Combination

Qualification title: CIH Level 4 Certificate for the Housing Profession (QCF)

Credit value: 36

Minimum credit to be achieved at or above the level of the qualification: 36

Mandatory core units: credit value 36

Learners must successfully complete 6 mandatory units.

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The qualification contains the following mandatory units:

Unit Title	Credits	Level	Page
<a href="#"><u>Housing need, demand and supply</u></a> Unit number M/506/6269 ASSESSMENT EXTERNALLY SET BY CIH	6	4	13
<a href="#"><u>Housing policy</u></a> Unit number A/506/6274	6	4	19
<a href="#"><u>Managing people</u></a> Unit number D/503/1176	6	4	21
<a href="#"><u>Housing economics and housing finance</u></a> Unit number J/506/6276	6	4	23
<a href="#"><u>Housing law</u></a> Unit number Y/506/6279	6	4	25
<a href="#"><u>Housing management services</u></a> Unit number H/503/1180	6	4	27

The qualification reference number is 600/3806/8

Accreditation start date: 31 Oct 2011

Qualification review date: 31 Aug 2016

The recommended guided learning hours are 180.

The qualification is graded on the basis of Pass / Merit / Distinction.

The qualification is not eligible for an aegrotat award.

The unit and qualification certificate will include the logos of the regulators of England (Ofqual) and Wales (Welsh Government) and is accredited only for England, Wales and Northern Ireland. The qualification may also be delivered in other countries including Scotland and Ireland.

## 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.

Details of fees are available on our [website](#).

### 4.3. Running the course

The CIH Awarding Organisation recommended guided learning hours for the qualification are 180. 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.

Where a learner is living or working in a UK nation it is expected that they will focus on their home nation with comparison to the UK. Where a learner is living / working outside of the UK it is expected that this qualification will be delivered in the context of the country in which they live or work with comparison to an appropriate country which may be the UK or a neighbouring country.

## 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 *Housing need, demand and supply* 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 this unit.

## **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 quality assurer 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:

- reports, essays, reviews,
- individual and group presentations
- oral examination,
- portfolios of evidence,
- practical demonstrations/assignments
- individual and group project work,
- 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 aggregate the overall grade for the unit.

## **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 one re-drafts 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 Certificate for the Housing Profession (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.**

<b>A refer grade will be awarded if the learner has:</b>	<b>A pass grade will be awarded if the learner has:</b>	<b>A merit grade will be awarded if, in addition to the criteria for a pass, the learner has:</b>	<b>A distinction grade will be awarded if, in addition to criteria for pass and merit, the learner has:</b>
Not addressed all the assignment tasks and have therefore not achieved all the learning outcomes.	Addressed all the assignment tasks and has therefore achieved all the learning outcomes.		
Not identified and applied any complex concepts.	Identified and applied some complex concepts.	Clearly identified and applied a range of complex concepts.	Clearly identified and applied complex concepts in different settings.
Submitted work which is wholly descriptive.	Demonstrated some attempt at evaluation.	Demonstrated clear evidence of evaluation and awareness of at least one other perspective or approach.	Demonstrated a generally evaluative approach and awareness of a range of different perspectives and approaches.
Not applied learning to policy and practice.	Demonstrated some application of learning to policy and practice.	Clearly applied learning to policy and practice and referred to examples of good practice.	Evaluated policy and practice.
Not presented their work in the required manner.	Presented their work in the required manner.	Generally structured their work well and presented it to a good professional standard with conclusions and recommendations.	Generally structured their work structured very and presented it to an excellent professional standard with well-reasoned conclusions and recommendations.
Made no reference to any wider reading or independent research.	Made some reference to wider reading and independent research and listed sources used.	Referred to a range of sources and listed these attempting a recognised system e.g. Harvard.	Referred to and evaluated a range of different types of sources listed using a recognised system e.g. Harvard, accurately.
Not used language appropriate for the intended audience and/or their work is unclear and unreadable with a high percentage of spelling and grammatical errors.	Used language appropriate for the intended audience which is generally clear and readable but with some spelling and grammatical errors.	Used language appropriate for the intended audience which is clear and readable with minimum spelling and grammatical errors.	Used language appropriate for the intended audience which is generally fluent and without spelling and grammatical errors.

## 6. Reasonable adjustments and special considerations

A reasonable adjustment is a permitted<sup>1</sup> 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 quality assurance

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

The external quality assurer 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 quality assurer 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 external quality assurer when they undertake their centre QA visits.

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<sup>1</sup> See Reasonable adjustment and special consideration policy for full details of adjustments that may be made.

The external quality assurer will complete and submit moderation report form B and return it to the CIH Awarding Organisation. This form contains a record of the EQA'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 an EQA *consistently* disagrees with the assessment decisions made by an accredited centre, the Chief External Quality Assurer will be requested to make a judgement. The decision of the chief EQA 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. No manual over-ride is permitted.

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

Learners will be required to achieve at least a pass grade in assessments for 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:

<b>Grade for overall assessment per unit</b>	<b>Points per unit</b>
Distinction	4
Merit	3
Pass	2

Each unit is attributed 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:

<b>Total points range for qualification</b>	<b>Corresponding qualification grade</b>
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	M
Unit 3	4	D	Unit 3	2	P
Unit 4	4	D	Unit 4	2	P
Unit 5	4	D	Unit 5	2	P
Unit 6	4	D	Unit 6	2	P
<u>Total Points</u>		<u>21</u>	<u>Total Points</u>		<u>15</u>
Divided by units		6	Divided by units		6
Final score		3.50	Final score		2.50
Final Grade		Distinction	Final Grade		Pass

## 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 quality assurer and an authenticated Pass List has been received.

The Unit and Qualification Certificate will include the logos of the regulators of England (Ofqual) and Wales (Welsh Government) and is accredited only for England, Wales and Northern Ireland, but can be delivered also in Scotland and 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 at our [website](#).

## 11. Units for the CIH Level 4 Certificate for the Housing Profession (QCF)

CIH Awarding Organisation Unit HP420

Title	Housing need, demand and supply		
Level	4		
Credit Value	6		
Unit ref num.	M/506/6269		
Learning outcomes		Assessment criteria	
Learners will:		Learners can:	
1. Understand the demographic profile of the country in which you live or work 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 country in which you live or work across all tenures.		2.1. Identify and explain the factors that influence housing supply, demand and need in all forms of tenure, including: <ul style="list-style-type: none"><li>socio-economic</li><li>planning permission</li><li>land availability</li><li>demography</li><li>price</li><li>national policy</li></ul> 2.2. 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			

<b>Title</b>	<b>Housing need, demand and supply</b>	
<b>Level</b>	<b>4</b>	
Unit purpose and aim(s)	The unit aims to enable learners to explore the demographic profile of the country in which they live or work 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	31/08/2018	
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	Externally set assessment	
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	
Unit guided learning hours	30	
Exemptions / equivalences	Housing need, demand and supply L/503/1173	

### 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
- 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.

## **Externally set assessment**

The externally set assessment for the CIH Level 4 Certificate for the Housing Profession (QCF) plays a fundamental role in ensuring the 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 the unit. The external assessment is:

1. Set by the CIH.
2. Delivered by the centre to CIH guidelines.
3. Marked by the centre to CIH guidelines.
4. There to assess the learning for Unit HP420 Housing need, demand and supply M/506/6269.
5. Designed to provide a measure of national standards.

## **Assessment criteria for the externally set assessment**

Learners will demonstrate the achievement of the following assessment criteria when completing the assessment task:

- 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.
- 2.1. Identify and explain the factors that influence housing supply, demand and need in all forms of tenure, including:
  - Socio economic
  - Planning permission
  - Land availability
  - Demography
  - Price
  - National policy
- 2.2. Evaluate the tools used by local authorities to understand their local housing markets.
- 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.



### **The externally set assignment task**

You are a housing policy officer who has been asked to review your local authority's current housing strategy. You have been asked to write a report (no more than 3000 words) highlighting how effective the current strategy is in addressing the housing needs of people living in the area. In particular, you have been asked to focus on the following questions. Does the strategy:

1. Explain the methodology used to assess local housing need?
2. Describe the demographic profile of the area.
3. Compare this with the national picture?
4. Identify future demographic trends, and the predicted consequences for housing demand/need.
5. Give sufficient consideration to the housing requirements of people with specific needs?
6. Provide a breakdown of the types of housing required, in terms of tenure, household type and household size?
7. Identify and explain the impact of socio-economic factors on housing need, demand and supply?
8. Consider the impact of government policies on the provision of housing (of all tenures) at the local level?
9. Explain how any surplus or shortfall in housing supply will be addressed.

### **Guidance for completing the task**

Although the task involves close reading of a local housing strategy, it is important not to think of it purely as a reading comprehension exercise. You are being asked to review the strategy, and consider its effectiveness. So, where there are gaps, you will need to supply some information yourself.

For example;

- If the strategy does not 'explain the methodology used', you will need to describe the methodology the government recommends.
- If there is an incomplete account of the 'demographic profile' of the area, you will need to find that information elsewhere.
- If the strategy fails to 'identify and explain the impact of socio-economic factors...on housing need, demand and supply', you will need to provide an account of these, at least in general terms.
- If the strategy fails to consider 'the impact of government policies...on the provision of housing (of all tenures) at the local level', then you will need to do so. You may find that the impact of some policies has not been considered.

Remember to:

- Keep description short and ensure you include some analysis and evaluation, relevant theories and reference to good practice.
- Clearly reference your work.
- Read the grading criteria thoroughly – this indicates how you can achieve a pass, merit or distinction.
- Cover all the elements, don't leave anything out.



**Grading criteria for the externally set assessment**

<b>To achieve a pass you must have achieved all the criteria below:</b>	<b>To achieve a merit you must achieve all the criteria for a pass, plus:</b>	<b>To achieve a distinction you must achieve all the criteria for a pass and a merit, plus:</b>	<b>A refer grade will be awarded where the criteria for a pass are not met. This is likely where the candidate:</b>
Complete all of the tasks and meet the assessed assessment criteria.	Demonstrate a more detailed understanding of the concepts of housing need, demand and supply.	Demonstrate an in depth knowledge of the role of Local Government in developing housing strategies which address the identified housing demands and needs of a specific demographic group.	Does not answer the assignment question or ignores a key part of it and does not meet the assessed assessment criteria.
Demonstrate a basic understanding of the concepts of need, demand and supply.			Shows little understanding of the issues in relation to identifying and meeting housing demand and supply needs.
Demonstrate some evidence of wider reading and awareness of needs identification for a demographic group and the role of a housing strategy.	Show evidence of having undertaken independent research from a range of different sources in relation to the demographic group that you have chosen to report on.	Show evidence of having critically applied independent research from a wide range of different sources and show clear appreciation of how valuable qualitative and quantitative data feed into the development of the Housing Strategy. Particularly with regard to a specific demographic group.	Demonstrates very little / no evidence of wider reading / research in relation to the subject area.
			Demonstrates very little awareness of good practice in relation to the development of housing strategies.
Show some attempt at evaluation and critical analysis in relation to strategic planning for meeting housing needs.	Show evidence of having appraised a local housing strategy in relation to how it identifies and attempts to address the housing needs, demands and supply to a specific demographic group.	Critically evaluate how wider government policy might directly affect the housing demands and needs of the demographic group which you have chosen to investigate.	Makes no attempt at critical analysis or evaluation.

<b>To achieve a pass you must have achieved all the criteria below:</b>	<b>To achieve a merit you must achieve all the criteria for a pass, plus:</b>	<b>To achieve a distinction you must achieve all the criteria for a pass and a merit, plus:</b>	<b>A refer grade will be awarded where the criteria for a pass are not met. This is likely where the candidate:</b>
Present the assignment in the required format: report.	Refer to wider government policy and how it might directly affect the housing demands and needs of the demographic group which you have chosen to investigate.	Show awareness of the links the Housing Strategy has with other strategic planning within an organisation.	Does not present the assignment in the required format.
Present work in a clear and readable format.	The assignment is well structured and clearly presented with fluent use of technical terms and accurate spelling and grammar.	Support conclusions and recommendations with reasoned arguments grounded in theory and literature.	Does not present the assignment in a clear and readable format.
Make a good attempt to reference your work.	Reference your work accurately.	Use a recognised system to reference your work (e.g. Harvard).	Does not reference their work.

Title	Housing Policy		
Level	4		
Credit Value	6		
Unit ref num.	A/506/6274		
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 in the country in which you live or work compares to that of a neighbouring country.
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 country in which they live or work 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		31/08/2018	

<b>Title</b>	<b>Housing Policy</b>	
<b>Level</b>	<b>4</b>	
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	
Unit guided learning hours	30	
Exemptions / equivalences	Housing Policy (NQF) J/500/2058 Housing Policy R/503/1174	

### 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
- 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 HP404

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.

<b>Title</b>	<b>Managing People (D/503/1176)</b>	
<b>Level</b>	<b>4</b>	
Unit review date	30/09/2016	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	<b>H4 04</b> 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	
Unit guided learning hours	30	
Exemptions / equivalences	Managing People (NQF) M/500/2068	

Title	Housing Economics and Housing Finance	
Level	4	
Credit Value	6	
Unit ref no.	J/506/6276	
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, in the last 30-40 years, 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		31/08/2018

<b>Title</b>	<b>Housing Economics and Housing Finance</b>	
<b>Level</b>	<b>4</b>	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	<b>H4 01</b> Ensure compliance with legal, regulatory, ethical and social requirements <b>H4 06</b> 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 (if required)	Support sought from 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	
Unit guided learning hours	30	
Equivalence / Exemption	Housing economics and housing finance K/503/5098	

## **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.



CIH Awarding Organisation Unit HP423

Title	Housing Law		
Level	4		
Credit Value	6		
Unit Ref No.	Y/506/6279		
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 between the country in which you live or work and a neighbouring country.
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 between the country in which you live or work and a neighbouring country.
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. 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		31/08/2018	
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

<b>Title</b>	<b>Housing Law</b>	
<b>Level</b>	<b>4</b>	
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	Support sought from 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	
Unit guided learning hours	30	
Exemption / Equivalence	Housing law M/503/5099	

#### Guidance note

An assessment criterion 3.3 expects that the learner will focus on the MAIN differences and does not have to summarise every single difference.

CIH Awarding Organisation Unit HP408

Title	Housing Management Services	
Level	4	
Credit Value	6	
Unit Ref No.	H/503/1180	
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		30/09/2016

<b>Title</b>	<b>Housing Management Services</b>	
<b>Level</b>	<b>4</b>	
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	
Unit guided learning hours	30	
Exemptions / equivalences	Housing Management K/500/2067	