



CIH Awarding Organisation Qualification Specification

CIH Level 4 Award in Governance in Housing (QCF)



Contents

1. The CIH Awarding Organisation	3
2. The CIH Level 4 Award in Governance in Housing (QCF).....	3
3. Qualification Rules of Combination.....	4
4.1. Approval to deliver the qualification	5
4.2. Registering learners and fees.....	5
4.3. Running the course	5
5. Assessment	5
5.1. Overview	5
5.2. Centre devised assessments.....	6
5.3. Assessment principles.....	6
5.4. Methods of assessment.....	7
5.5. A special note on multiple choice and group assessments	7
5.6. Security and authenticity of assessment	8
5.7. Grading assessments	8
5.8. Resubmission of assessment	8
6. Reasonable adjustments and special considerations	10
7. External moderation.....	10
8. Award of grades for the qualification.....	11
9. Certificates.....	12
10. Other documents of relevance to the delivery of qualifications	12
11. Units for the CIH Level 4 Award in Governance in Housing (QCF)	13

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 Award in Governance in Housing (QCF)

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

The qualification aims to:

- Provide learners with the skills and knowledge to contribute effectively to a management board.
- To develop learners skills and knowledge in the field of governance.
- To develop learners higher level skills.

The qualification is aimed at people:

- Aged 18+, in England, and 19+ in Wales and Northern Ireland.
- Involved in governance.
- Contributing to a management board.

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

3. Qualification Rules of Combination

Qualification title: CIH Level 4 Award in Governance in Housing (QCF)

Credit value: 12

Minimum credit to be achieved at or above the level of the qualification: 12

Mandatory core units: credit value 12

Learners must successfully complete 2 mandatory units.

The qualification contains the following mandatory units:

Unit Title	Credits	Level	Page
<u>The Governance of Housing Businesses</u> Unit number Y/503/2391	6	4	13
<u>The role of a Housing Board</u> Unit number K/503/2394	6	4	15

The qualification reference number is: 600/2300/4

Accreditation start date: 01/07/2011

Qualification review date: 30/06/2013

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.

A list of Awarding Organisation 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 60. 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 all of the assessments. This is to allow for appropriate assessment that reflects the unique learning experience and local circumstances of specific groups of learners.

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:

- 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 two re-drafts are 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 Award in Governance in Housing (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	3	M
Total Points		5	Total Points		7
Divided by units		2	Divided by units		2
Final score		2.50	Final score		3.50
Final Grade		Pass	Final Grade		Distinction

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 at

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

11. Units for the CIH Level 4 Award in Governance in Housing (QCF)

CIH Awarding Organisation Unit HP409

Title		The Governance of Housing Businesses (Y/5032391)	
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 process 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.

Title	The Governance of Housing Businesses (Y/5032391)
Level	4
Additional information about the unit	
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 H4 05 Manage finance for your area of responsibility
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	01/04/2011
Unit guided learning hours	30
Exemptions / equivalences	The Governance of Housing Businesses T/500/2072

CIH Awarding Organisation Unit HP410

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	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	01/04/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Governance and Management M/500/2071	