

CIH Awarding Body Qualification Specification



CIH Level 4 Award in Governance for Housing 500/5881/2

Accreditation start date: 01/03/2009

Accreditation end date: 31/12/2011

Certification end date: 31/12/2014

Version 2.1 March 2011

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The CIH Awarding Body

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

Who is the qualification suitable for?

The 'qualification title' is a higher level qualification for the housing sector. It is suitable for:

- People involved in governance
- People contributing to a management board.
- People aged 18+ in England, Wales and Northern Ireland.

The qualification aims to:

- 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.

CIH expect that the centre will ensure adequate assessment of the learners' existing skills, knowledge and understanding is made prior to registration for this qualification and that there is an accurate record of the learners' progress and achievement.

Progression opportunities

Learners may have opportunities to progress to the following qualifications:

- CIH Level 4 Certificate and Diploma in Housing

The qualification level

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

Level 4 is broadly equivalent / comparable to the level of study undertaken for NVQs, Level 4 Certificate and level 4 Diploma in England and Wales. It is broadly equivalent to Level 6 Advanced Certificate or Higher Certificate in Ireland. It is comparable to a Level 7 Advanced Higher, Higher National Certificate or Certificate of Higher Education in Scotland.

The qualification structure

The qualification is made up of three units. All units are mandatory. The units can be completed in any order. On successful completion of all of the units learners will be awarded the qualification.

CIH Unit Code	Unit Title	Accreditation Number	Type	CATs	Page
P9a	Governance and Management	M/500/2071	Mandatory	10	5
P9b	The Governance of Housing Businesses	T/500/2072	Mandatory	10	7
L427	Supporting the delivery of the housing service	D/502/1652	Mandatory	6	9

The qualification units

Title	Governance and Management		
Level	4		
Unit P9a	M/500/2071	Mandatory	10 CATs
Unit aims This unit requires learners to understand the principles of governance and management in their organisation. It examines the wider role of the organisation in the community and evaluates the management responsibilities of the organisation.			
Learning outcomes The learner will:			
P9a.1	Examine the legal, regulatory and auditory framework governing organisations.		
P9a.2	Summarise and evaluate the role of board members for the governance of organisations.		
P9a.3	Explore and evaluate the role of professional and environmental ethics in the provision of housing and services to the community.		
P9a.4	Examine the board's role as an employer.		
P9a.5	Evaluate operational duties, for example recruitment of senior managers, appraisal of chief executive, hearing disciplinary/grievance appeals.		
Links to Asset Skills, housing national occupational standards, Level 4		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements	
Links to key skills at Level 4		Problem solving Level 4	
Links to opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues and sustainable development, health and safety considerations, and European developments, consistent with international agreements.		The learning outcomes make direct reference to ethical and legislative considerations in relation to the work of boards.	
Mode of assessment		Centre devised <i>Assessment devised by the centre, marked by the centre, internally verified and externally moderated.</i>	
Guided learning hours		100	

Guidance on the delivery of the 'Governance and Management' unit.

Learning outcome P9a.1	Assessment criteria
Examine the legal, regulatory and auditory framework governing organisations.	<ol style="list-style-type: none"> 1. Summarise the legal framework governing organisations providing housing services. 2. Outline the regulatory and auditory framework governing organisations providing housing services. 3. Relate the frameworks to the role of board. 4. Discuss the implications of compliance and non-compliance with the frameworks.
Learning outcome P9a.2	Assessment criteria
Summarise and evaluate the role of board members for the governance of organisations.	<ol style="list-style-type: none"> 1. Summarise the role of board members. 2. Discuss the impact board members can have on the governance of organisations. 3. Consider the principles and procedures in place for the operation of boards.
Learning outcome P9a.3	Assessment criteria
Explore and evaluate the role of professional and environmental ethics in the provision of housing and services to the community.	<ol style="list-style-type: none"> 1. Discuss the professional ethics that board members must have. 2. Discuss the environmental ethics that board members must consider in relation to the provision of services.
Learning outcome P9a.4	Assessment criteria
Examine the board's role as an employer.	<ol style="list-style-type: none"> 1. Outline key areas of employment law. 2. Summarise policy in relation to a board's role as an employer. 3. Evaluate how well a board has performed in its role as an employer.
Learning outcome P9a.5	Assessment criteria
Evaluate operational duties, for example recruitment of senior managers, appraisal of chief executive, hearing disciplinary/grievance appeals.	<ol style="list-style-type: none"> 1. Examine policy and practice in relation to a board's operational duties. 2. Assess how well a board has carried out its operational duties.

Title	The Governance of Housing Businesses		
Level	4		
Unit P9(b)	T/500/2072	Mandatory	10 CATs
Unit aims This unit requires learners to understand the strategic responsibilities of organisations and the business development process. This includes quality assurance, financial monitoring, project management, risk management and audit.			
Learning outcomes The learner will:			
P9b.1	Critically apply key concepts in strategic management and the strategic planning and monitoring process.		
P9b.2	Contribute to the board/committee's policy making activities.		
P9b.3	Contribute to the identification of key targets, performance indicators and standards, and to monitoring performance against these.		
P9b.4	Examine strategies for the management of change within a housing organisation with reference to good practice.		
P9b.5	Explore the financial framework for organisations with reference to public and private finance regimes.		
P9b.6	Understand the importance of financial risk management and contribute to board discussion on this.		
Links to Asset Skills, housing national occupational standards, Level 4		H4 05 Manage finance for your area of responsibility H4 12 Contribute to housing reviews, strategies and plans	
Links to key skills at Level 4		Application on number Level 4 Communication Level 4 Problem solving Level 4 Working with others Level 4	
Links to opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues and sustainable development, health and safety considerations, and European developments, consistent with international agreements.		The learning outcomes that explore financial regimes will offer opportunities to explore economic issues.	
Mode of assessment		Centre devised	
Guided learning hours		100	

Guidance on the delivery of the 'The Governance of Housing Businesses' unit.

Learning outcome P9b.1	Assessment criteria
Critically apply key concepts in strategic management and the strategic planning and monitoring process.	<ol style="list-style-type: none"> 1. Discuss the key concepts of strategic management, planning and monitoring. 2. Critically apply a key concept to your own or another organisation.

Learning outcome P9b.2	Assessment criteria
Contribute to the board/committee's policy making activities.	<ol style="list-style-type: none"> 1. Explore how policy is made. 2. Evaluate the board's role in policy making. 3. Evaluate your contribution to policy making activities.

Learning outcome P9b.3	Assessment criteria
Contribute to the identification of key targets, performance indicators and standards, and to monitoring performance against these.	<ol style="list-style-type: none"> 1. Summarise the key performance indicators that the organisation is measured against. 2. Explore how relevant the key performance indicators are for the organisation 3. Assess how the organisation is performing against key performance indicators.

Learning outcome P9b.4	Assessment criteria
Examine strategies for the management of change within a Housing Organisation with reference to good practice.	<ol style="list-style-type: none"> 1. Discuss strategies for the management of change. 2. Evaluate how well change has been managed in your own or another organisation.

Learning outcome P9b.5	Assessment criteria
Explore the financial framework for organisations with reference to public and private finance regimes.	<ol style="list-style-type: none"> 1. Examine sources of income and expenditure for an organisation. 2. Evaluate the board's role in relation to finance.

Learning outcome P9b.6	Assessment criteria
Understand the importance of financial risk management and contribute to board discussion on this.	<ol style="list-style-type: none"> 1. Define the term 'financial risk management'. 2. Discuss the board's role in financial risk management. 3. Evaluate your contribution to board discussion on financial risk management.

Title	Supporting the delivery of the housing service		
Level	4		
L427	D/502/1652	Mandatory	6 CATs
Unit aims To develop an understanding of the ways of delivering housing services and the impact of a customer focused housing services. To consider the skills necessary to contribute to board discussions.			
Learning outcomes		Assessment criteria	
1. Evaluate approaches to a range of housing management functions.		1.1. Describe two housing management functions (for example, rent setting and collection, arrears management and monitoring, void control and monitoring, estate management and tenant participation within the organisation). 1.2. Evaluate the performance of the organisation in relation to the functions described.	
2. Summarise the principles of customer care for housing and assess the impact of a customer focused housing service on the provision of services to customers.		Describe the principles of a customer focused housing service. Evaluate the impact of 'customer focus' on provision of services to customers.	
3. Discuss the skills required to contribute to the work of the board in relation to providing housing services.		Describe the skills that are necessary to contribute to the board (for example, decision making and negotiation). Relate the skills that you have to those necessary for contribution to the board.	
Links to Asset Skills, Housing National Occupational Standards Level 4		H4 11 Manage and develop housing rent services. H4 14 Implement and manage feedback processes with customers and stakeholders.	
Links to key skills at Level 4		Information and communication technology Level 4 Application of number Level 4 Problem solving Level 4	
Links to opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues and sustainable development, health and safety considerations, and European developments, consistent with international agreements.		The learning outcomes related customer service may give opportunities to consider cultural issues.	

Title	Supporting the delivery of the housing service	
Level	4	
Mode of Assessment	<p>Centre devised.</p> <p><i>Assessment devised by the centre, marked by the centre, internally verified and externally moderated.</i></p>	
Guided learning hours	60	

Specific delivery guidance for Level 4 - NICATS Level 4 Descriptors:

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

Intellectual skills and attributes

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

Processes

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

Accountability

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

Specific assessment guidance for level 4

The assessment strategy devised by centres must ensure:

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

CIH centres should ensure that the assessment process:

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

The overall assessment strategy should allow learners to demonstrate:

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

Assessment

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

The qualification has been designed with the specific aim of being flexible enough to assess learners through the process of accreditation of prior learning and experience (APEL).

Internally set assessment

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

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

- accreditation of prior learning and experience
- aural examination,
- coursework,
- oral examination,
- portfolio of evidence,
- practical demonstration / assignment,
- multiple choice,
- and written examination.

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

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

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

The nature of the qualification and certain assessment criteria lends itself to observation of the learners' performance in a board meeting, for instance witness testimonies and minutes of meetings. There is also an element of self evaluation, which could neatly be demonstrated through the process of reflective practice.

Grading criteria for internally set assessment

The qualification is Pass / Refer only.

Centres must allocate grades to formal assessment for each unit and contextualise the generic grade descriptors into their assessment strategy.

A learner will be referred if: Work has not met the assessment criteria / learning outcomes.

To achieve a pass, the learner must: Meet the assessment criteria / learning outcomes.

Glossary of assessment criteria command words

Assess	Make an informed judgement.
Consider	Review and respond to given information.
Critically apply	Assess how it is applied.
Define	Specify meaning.
Describe	Set out characteristics.
Discuss	Present salient points.
Evaluate	Judge from available evidence.
Examine	Investigate closely.
Explore	Investigate without preconceptions.
Outline	Set out main characteristics.
Relate	Demonstrate interconnections.
Summarise	Present principal points without detail.

Accreditation of prior learning

The qualification has been designed specifically to allow for the recognition of prior learning and experience.

Those centres that are offering accreditation of prior learning and experience to the learners that they are working with, will need to ensure that they submit a clear policy and procedure to demonstrate their mechanisms for this.

CIH expect that the policy and procedure will include the following:

- The mechanism for assessing the learners' prior learning and experience against the assessment criteria of the qualification, including the person specifications for the assessor.
- The mechanism for ensuring that the assessment decisions that have been taken are accurate, including who will be involved.

- The system for ensuring that any gaps in the learners' prior learning and experience are filled with appropriate teaching, training or further experience.
- The rules regarding the currency (how up to date it is) of the prior learning and experience that is being assessed.

CIH reserve the right to increase the size of their moderation sample in relation to work that is submitted via this route.

Refer and resubmission rules

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

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

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

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

Security, support and authentication of learner work

Centres must ensure that the assignment is the learners' own work. Tutors should not provide excessive assistance to learners with work that is to be assessed.

Learners should not be allowed excessive re-drafts of their work before it is assessed. It is recommended that a maximum of two re-drafts are allowed. All assignments must be kept securely whilst at the Centre. It is expected that work is retained for a period of three years.

Reasonable adjustments and special considerations

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

Application for special consideration must be submitted in writing to The Head of Education at CIH, as per the *CIH Teaching and assessment guidelines relating to*

learners who have a disability or particular learning and assessment needs & Special Considerations.

Appeals

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

Award of the qualification

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

On passing the required number of units to achieve the qualification (in this case 3) the learner can be awarded the qualification.

The qualification will be awarded on a pass or fail basis.

Certification

In order for certification to take place:

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

Quality assurance

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

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

Contacting the centre

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

1. Assessment briefs (tasks) to be set by the accredited centre over the course of the programme clearly linked to specified learning outcomes.

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

Academic moderators will check that;

1. Centres are adhering to assessment requirements.
2. The assessment strategy and individual assessment tasks of an accredited centre meet specified learning outcomes.
3. 60% of learning outcomes for each unit have been formally assessed through the centre's assessment strategy.
4. Where the course includes APEL there is a review of the mechanisms for assessing the learners prior learning and experience.

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

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

Moderating learner work

Moderators will contact the accredited centre, at an appropriate submission point, asking for samples of learner work and a copy of marks allocated by tutors.

Academic moderators will sample learner work on the following basis:

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

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

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

Further information

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

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

Accreditation Start Date: 01/03/2009

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