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education

CIH  
AWARDING  
ORGANISATION

## QUALIFICATION SPECIFICATION – CIH LEVEL 4 DIPLOMA IN MANAGING RESPONSIVE REPAIRS (QCF)

*THIS QUALIFICATION WAS DEVELOPED IN PARTNERSHIP WITH, AND IS SUPPORTED BY, THE  
CHARTERED INSTITUTE OF BUILDING (CIOB)*

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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.

The Chartered Institute of Building (CIOB) is a professional body representing those who work in the built environment. CIOB have worked in partnership with CIH to develop qualifications in housing repairs and maintenance and the successful completion of the L4 Diploma in Managing Planned Maintenance can lead to Associate membership of CIOB.

<http://www.ciob.org.uk/membership/studentmembership>

## 2. ABOUT THE QUALIFICATION

The qualification is a level 4 vocationally related qualification for the housing sector and has been developed in partnership with CIOB.

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

The qualification reference number is 601/2185/3.

Regulation start date: 02/12/2013 Qualification review date: 31/03/2015

THE QUALIFICATION AIMS TO...

- Provide housing staff working at or aspiring to a supervisory or management level with a qualification to suit their needs.
- Develop skills and knowledge for the current challenges in housing and planned maintenance.
- And prepare learners for further study in housing related qualifications at level 5 / under graduate level.

## THE QUALIFICATION IS SUITABLE FOR LEARNERS...

- who are aged 18+
- working or resident in the UK and Ireland,
- who are seeking or are currently employed within either a management or senior technical role,
- who are providing a service in the management of operations and surveying or technical staff,
- who are responsible for managing budgets and producing management reports,
- that already have a level 3 qualification *and/or* experience of working in a supervisory / management role in housing.

## ENTRY REQUIREMENTS

CIH do not set entry requirements. CIH recommend that in order to pursue achievement of the qualification, the learner will;

- have the potential and opportunity to gain the qualification,
- be working in a supervisory or management role in housing or a housing related industry,
- have experience of studying at level 3 or 4.

Further details of the level that the learner needs to be able to achieve are provided in section 3 – QCF level 4 descriptors

## PROGRESSION ROUTES

The CIH Level 4 Diploma in Managing Responsive Repairs (QCF) may be all that the employer and employee need to assure themselves that the learner has achieved the background knowledge to support the learners' job role. However the learner may wish to progress onto further learning;

- at level 4 – to widen their knowledge of housing, by using the credit gained in the CIH Level 4 Diploma in Managing Responsive Repairs, combined with further learning to achieve the *CIH Level 4 Diploma in Housing Practice (QCF)*.
- at level 5 / undergraduate level – if the learner has extensive housing experience and has previously studied at level 3 or 4, they may be able to progress to an [undergraduate course at university](#). This is a step towards achieving CIH Chartered Member status.

### 3. QCF LEVEL 4 DESCRIPTORS

#### SUMMARY

Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined, but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

#### KNOWLEDGE AND UNDERSTANDING

Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine.

Analyse, Interpret and evaluate relevant information and ideas.

Be aware of the nature and approximate scope of the area of study or work.

Have an informed awareness of different perspectives or approaches within the area of study or work.

#### APPLICATION AND ACTION

Address problems that are complex and non-routine while normally fairly well defined.

Identify, adapt and use appropriate methods and skills.

Initiate and use appropriate investigation to inform actions.

Review the effectiveness and appropriateness of methods, actions and results.

#### AUTONOMY AND ACCOUNTABILITY

Take responsibility for courses of action, including, where relevant, responsibility for the work of others.

Exercise autonomy and judgement within broad but generally well-defined parameters.

## 4. QUALIFICATION RULES OF COMBINATION

Qualification title: CIH Level 4 Diploma in Managing Responsive Repairs (QCF)

Credit value: Diploma is 60 credits

Minimum credit to be achieved at or above the level of the qualification: 60

Learners must achieve a minimum of 60 credits in order to be awarded the qualification; learners must complete all 10 mandatory units.

The recommended guided learning hours for the qualification are 300. It may be delivered in more or fewer hours according to the centres approval to deliver the qualification.

The qualification is graded on the basis of Pass / Merit / Distinction. The qualification is not eligible for an aegrotat award.

THE QUALIFICATION CONTAINS THE FOLLOWING MANDATORY UNITS,

UNIT TITLE	CREDITS	LEVEL	PAGE
<b><u>Professional Practice Skills for Housing</u></b>	6	4	18
Unit number R/503/5242			
<b>EXTERNAL ASSESSMENT SET BY CIH</b>			
<b><u>Procurement and Contract Administration for Responsive Repairs</u></b>	6	4	25
Unit number J/504/4181			
<b><u>Performance Management for Responsive Repairs</u></b>	6	4	28
Unit number Y/504/4184			
<b><u>Financial Management for Repairs and Maintenance</u></b>	6	4	30
Unit number L/504/4179			
<b><u>Health and Safety for Repairs and Maintenance</u></b>	6	4	32
Unit number F/504/4180			

**The Legal Framework for Repairs and Maintenance**

6 4 34

Unit number H/504/4186

**Sustainable Repairs and Maintenance**

6 4 36

Unit number M/504/4188

**Managing People**

6 4 39

Unit number D/503/1176

**Customer Care in a Housing Services Context**

6 4 41

Unit number K/503/5246

**The Delivery of Housing Services**

6 4 43

Unit number Y/503/1175

## 5. DELIVERING THE QUALIFICATION

### 5.1. APPROVAL TO DELIVER THE QUALIFICATION

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

### 5.2. REGISTERING LEARNERS AND FEES

Prior to the delivery of the qualification you **MUST** register with CIH AO each learner on the course. 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.

The list of fees is available on our website at the following link:

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

Learners can also qualify to become student members of CIOB:

<http://www.ciob.org.uk/membership/studentmembership>

### 5.3. RUNNING THE COURSE

The CIH AO recommended guided learning hours for the qualification are 300. 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.

## 6. ASSESSMENT

**CENTRES MUST REFER TO THE CIH AO ASSESSMENT GUIDANCE FOR ASSESSORS AND VERIFIERS.**

### 6.1 OVERVIEW

The purpose of assessment is to provide learners with the opportunity to demonstrate that they have achieved the stated learning outcomes of each unit of learning. The assessment criteria contained in each unit indicate the evidence learners will need to produce in order to demonstrate that they have achieved the learning outcomes.

CIH AO use a combination of centre devised assessments (internally set) and CIH AO devised assessments (externally set) to assess the units of learning in the qualification. All assessments are marked by the centre and then must be internally verified (by the centre) and externally moderated (by the CIH AO). Internally set assessments must be approved by the CIH AO External Quality Assurer (EQA) before they are issued to learners.

## 6.2 ASSESSMENT PRINCIPLES

In devising and delivering assessments the following principles must be followed:

- **Validity** – An assessment is valid if it is clear and unambiguous ‘does what it says on the tin, if it is fit for purpose and that the assessment outcomes meet their intended uses.
- **Reliability** – An assessment is reliable if its results are not influenced by chance, the assessment process generates outcomes which would be replicated were the assessment repeated.
- **Comparability** – Assessment outcomes that are comparable in standards between assessments within a qualification, between similar qualifications, with other awarding organisations, and over time.
- **Manageability** – The assessment is easily managed and the management process is one which places reasonable demands on centres and learners. Reasonableness will be based on the scale of the assessment process balanced by the usefulness of the outcomes.
- **Minimise bias** - is about ensuring that an assessment does not produce unreasonably adverse outcomes for learners who share a common attribute (and) is related to fairness to all learners and statutory equality duties.

## 6.3 CIH AO DEVISED ASSESSMENT

CIH AO provides an externally set assessment for the Professional Practice Skills for Housing unit. This assessment must be used by CIH Centres to assess the specified unit. This is to provide an element of national consistency in the comparison of standards. Centres must not make any alteration to the externally set assessment (if a learner has a particular need that requires an adjustment to the assessment, this can be made using the CIH Reasonable Adjustments and Special Considerations Policy).

## 6.4 CENTRE DEVISED ASSESSMENTS

The CIH AO’s approach to the assessment of qualifications 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.

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. All centre devised assignments must be approved by the CIH AO External Quality Assurer (EQA) before they can be delivered.

## 6.5 MEETING LEARNING OUTCOMES

**All learning outcomes must be assessed.** The assessment criteria provide an indicative guide which demonstrates that the learning outcomes have been met.

*The QCF assessment process is intended to confirm that the learner:*

**1. Has achieved all of the learning outcomes in the relevant units**

*By providing evidence that the learner can*

**2. Carry out all of the activities specified in the assessment criteria in the units.**

100% of learning outcomes must be assessed. However, this does not necessarily have to be through end of unit or end of module assessments. Up to 25% can be assessed through for example classroom based or e-activities. Where this is the case, the activity should clearly indicate relevant learning outcome(s) and assessment criteria, feedback must be provided to the learner and the assessment decision must be systematically recorded for each learner so that it can be seen that the learner has achieved the assessment criteria.

## 6.6 METHODS OF ASSESSMENT

The CIH AO supports the use of a diversity of assessment methods for summative and formative assessment and would expect centres to use a mixture of these in the assessment of each qualification. These methods include:

- Written assignments e.g. reports, essays, newsletters, articles, presentation notes, project work etc.,
- E-assessments e.g. quizzes, wikis, journals, forums, online discussions, multiple choice tests etc.,
- Oral examinations or interviews,
- Individual and group presentations,
- Portfolios of evidence,
- Task-based controlled assessments,
- Written examination e.g. timed tests, multiple choice tests etc.

The number of assessment tasks a centre uses to assess the learning outcomes is at its 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 an assessment decision recorded for each unit.

Where two or more assessments cover the assessment criteria for one unit, the learner must achieve all of the grading criteria for the unit.

When devising assessments, consideration should be given to the topic and criteria being assessed. Some assessment methods are for example more appropriate for assessing the ability to *identify* or *list* something e.g. multiple choice questions or quizzes. However these methods are not generally considered appropriate where assessment criteria demand that learners need to produce more discursive evidence such as describing, explaining, analysing or evaluating. Here reports, essays, personal narratives, reflective statements, projects etc. are more appropriate.

Consideration should also be given to the level of the course to ensure there is sufficient scope in the assessment for learners to achieve the required learning outcomes and level of understanding. For example at Level 4, assessments need to include sufficient opportunity for the evaluation and/or critical analysis required at this level.

Regardless of the form of the assessment, it must be documented in such a way that the internal verifier and external quality assurer can carry out their role in the assessment process.

#### 6.7 SECURITY AND AUTHENTICITY OF ASSESSMENT

CIH AO require that all assessed work for individual learners is kept by the centre and stored securely for a minimum of 3 years. The work may be kept electronically or in hard copy.

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.

#### 6.8. RESUBMISSION OF ASSESSMENTS

Where a learner is referred in an assessment, CIH AO recommends that they should be given two further opportunities to resubmit. For a resubmission, a Pass grade only can be awarded even if the resubmitted work is of a higher standard. Feedback should clearly state how the learner has not met the learning outcomes and assessment criteria and what they need to do/provide in order to meet them. Resubmissions should not be accepted from learners who have passed and want to improve their grade.

Where a learner is awarded a Refer grade for the second time they should be awarded an overall 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**.

#### 6.9. 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 AO 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. CIH AO LEVEL 4 GRADE DESCRIPTORS

Learners will be awarded an over all **pass / merit / distinction** grade for the qualification. Generic grade descriptors are provided in the table below.

A REFER GRADE WILL BE AWARDED IF THE LEARNER HAS:	A PASS GRADE WILL BE AWARDED IF THE LEARNER HAS:	A MERIT GRADE WILL BE AWARDED IF, IN ADDITION TO THE CRITERIA FOR A PASS, THE LEARNER HAS:	A DISTINCTION GRADE WILL BE AWARDED IF, IN ADDITION TO THE CRITERIA FOR A PASS AND FOR A MERIT, THE LEARNER HAS:
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.

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. Grading criteria should be contextualised i.e. appropriate for the type of assessment being undertaken. For example, criteria concerning spelling and grammar would not necessarily be relevant in relation to an observation or an on-line discussion.

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

## **8. EXTERNAL QUALITY ASSURANCE**

The external quality assurance system is a key feature of the quality assurance arrangements for the CIH AO. The EQAs play a vital role in ensuring that all people holding a CIH qualification have achieved a nationally accepted standard. The EQA ensures that learners have been provided with both a practical and intellectually challenging course of study which is worthy of certification and that learners have acquired the necessary skills, knowledge and understanding to cope with the changes in the housing sector. The EQA is required to ensure there is sufficient evidence present to demonstrate that the quality assurance principles are being upheld.

The CIH AO will appoint an EQA to each accredited centre to monitor the quality assurance at the centre.

The EQA will check that the centre assessment strategy and individual assessment briefs (tasks) meet the specified learning outcomes and assessment criteria. They will review and approve the internally set assessment tasks and complete and submit a Quality Assurance Report form A to the CIH AO. The report will, where appropriate, include recommended amendments to the assessment strategy and assessment tasks. The CIH AO will retain this form and send a copy to the course leader at the centre. Assessment tasks must not be delivered to learners until they have been approved by the EQA. It is therefore recommended that these are sent to the EQA 6 weeks prior to the intended delivery date.

During the course the EQA 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 EQA when they undertake their centre QA visits.

The EQA will complete and submit quality assurance reports form B and return it to the CIH AO. This form contains a record of the EQA's comments on the accredited centre's assessment decisions. The CIH AO will retain this form and send a copy to the course leader at the centres. The report may include a requirement for the centre to re-assess work 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 EQA 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 Centre Quality Assurance Guidance.

## 9. AWARD OF GRADES FOR THE QUALIFICATION

Learners will be awarded an overall pass/merit/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 must achieve at a pass grade for assessments in ALL UNITS in order to be eligible for an award. If a learner does not pass assessments for all units they will receive a refer / fail grade, see section 5.8 resubmission of assessments.

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
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
Unit 7	4	D	Unit 7	2	P
Unit 8	4	D	Unit 8	3	M
Unit 9	3	M	Unit 9	3	M
Unit 10	3	M	Unit 10	2	P
Total Points	35		Total Points	25	
Divided by units	10		Divided by units	10	
Final score	3.50		Final score	2.50	
Final Grade	Distinction		Final Grade	Pass	

## 10. CERTIFICATES

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. However the qualification can be delivered in other countries including Scotland and Ireland.

- It is the responsibility of an accredited centre to provide a record (Pass List) of learner results to the CIH AO 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 AO EQA and an authenticated Pass List has been received.

## 11. OTHER DOCUMENTS OF RELEVANCE

- 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
- Enquiries and appeals procedure
- Assessment guidance
- Centre handbook
- Customer service statement
- Malpractice policy
- CIH AO Centre Approval (part B)

Further information and documents can be found at:

<http://www.cih.org/CIH/becomeanaccreditedcentre.page?>

## 12. THE UNITS

CIH Awarding Organisation Unit HP416

Title	Professional Practice Skills for Housing	
Level	4	
Credit Value	6	
Unit Ref. No.	R/503/5242	
Learning outcomes		Assessment criteria
1. Understand the skills required for the housing professional.		1.1. Analyse the key skills required for the housing professional. 1.2. Summarise the CIH Code of Professional Conduct.
2. Be able to assess own professional performance.		2.1 Evaluate own professional practice skills. 2.2. Evaluate how their individual performance impacts on organisational objectives.
3. Be able to manage their own professional development.		3.1. Evaluate their personal and professional development activities. 3.2. Explain the importance of developing professional networks. 3.3. Develop a professional development plan.
Additional information about the unit		
Unit purpose and aim(s)		This unit aims to give learners the understanding and skills to progress at management level in housing. It does so by helping them to become more 'reflective practitioners'. It emphasises the importance of relating individual skills and performance to the effectiveness of the organisation as a whole, and being pro active in their own professional development.
Unit review date		30/04/2015
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements.

<b>Title</b>	<b>Professional Practice Skills for Housing</b>	
<b>Level</b>	<b>4</b>	
Assessment requirements or guidance specified by a sector or regulatory body	<b>Externally set assignment</b>	
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 Awarding Organisation	
Unit guided learning hours	30	

**Indicative Content:**

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

## Externally Set Assessment

### Professional Practice Skills for Housing (Unit HP416)

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

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

The externally set assessment is:

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

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

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

**CIH Level 4 Diploma in Managing Responsive Repairs (QCF)**  
**Professional practice Skills for Housing (Unit HP416)**  
**Externally Set Assessment Task**

**Assignment Task**

There are three sections to this task – Professionalism, Performance and Planning. Your assignment should be approximately 3200 words in length as a guide.

Professionalism: (approx. 700 words as a guide)

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

Performance: (approx. 1250 words as a guide)

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

Planning: (approx. 1250 words as a guide)

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

**CIH Level 4 Diploma in Managing Responsive Repairs (QCF)**  
**Professional Practice Skills for Housing (Unit HP416)**  
**Externally Set Assessment Task**

**Grading Descriptors**

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

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

## Qualification Specification – CIH Level 4 Diploma in Managing Responsive Repairs (QCF)

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

CIH Awarding Organisation Unit MRR403

<b>Title</b>	<b>Procurement and Contract Administration for Responsive Repairs</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Unit Ref. No.</b>	<b>J/504/4181</b>	
<b>Learning outcomes</b>		<b>Assessment criteria</b>
1. Understand the requirements for procuring external contracts for responsive repairs.		1.1. Summarise EU procurement rules. 1.2. Summarise organisational procurement procedures and good practice. 1.3. Evaluate the procurement options and payment methods that may be used in responsive repairs.
2. Understand how to mobilise a contract for responsive repairs.		2.1. Summarise the contractual measures that can be taken to mobilise responsive repairs programmes. 2.2. Appraise the internal organisational requirements to ensure a smooth roll out of a responsive repairs contract.
3. Understand established methods of successful contract administration for responsive repairs.		3.1. Evaluate contract compliance monitoring planning methods. 3.2. Summarise areas of potential risk and the contingencies that can be put in place to mitigate against them.
4. Understand the process of contract change control for responsive repairs.		4.1 Summarise processes for managing changes to responsive repairs contracts. 4.2 Explain how disputes and unfulfilled obligations are handled.
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		The unit aims to introduce learners to contract procurement, mobilisation and on-going contract administration for responsive repairs. There is particular emphasis on contract monitoring, risk assessment and contract change control.
Unit review date		30 Sep 15
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		N/A

<b>Title</b>	<b>Procurement and Contract Administration for Responsive Repairs</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 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 Awarding Organisation	
Unit guided learning hours	30	
Exemptions/ equivalences	None	

### Indicative Content

- Different procurement arrangements i.e. framework agreements, procurement clubs, different forms of contract.
- Discussion on the merits of different contracting arrangement for the delivery of responsive repairs services, including whole managed services, various partnering options and the management of direct service teams.

#### Learning Outcome 1

- OJEU tender requirements including the different procedures, financial limits etc.
- Typical LA and HA procurement requirements.
- Review of learners own organisations standing orders.
- Review of good practice.

#### Learning Outcome 2

- Review lowest cost, partnering, and other methodologies for tendering contracts.
- Review of payment vehicles, quality standards etc. available in modern contracts.
- A review of the various standard forms of contract used (JCT, NEC, PPC etc.) and their application in different scenarios.
- Review of terminology commonly found in contracts.
- Review statutory requirements and good practice for tendering.

### Learning Outcome 3

- History of government policy in procurement.
- Awarding contracts and the importance of pre-contract discussion, contract inception and on-going management.
- Dealing with organisational change when new contracts are awarded.
- The political dimension to the award of LA (or former LA) contracts.
- Successful contracts and high profile failures (ROK, Connaught).

*A good way to assess would be through a case study*

### **Feedback from Repairs Charter Advisory Group**

1. Understand OJEU.
2. Dispute resolution.
3. Procurement of contracts.
4. Understanding of law.
5. Contract performance (inc. H&S) and contract enforcement.
6. Understand importance of supply chain.
7. Budget management (controlling costs, writing specifications/standards).
8. Quality systems.

CIH Awarding Organisation Unit MRR404

<b>Title</b>	<b>Performance Management for Responsive Repairs</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Unit Ref. No.</b>	<b>Y/504/4184</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Understand performance management in a responsive repairs context.	1.1 Summarise performance management processes commonly used in responsive repairs. 1.2 Evaluate the impact of poor performance in responsive repairs on customer satisfaction.	
2. Understand how to set performance measures for responsive repairs.	2.1 Assess methods of setting performance measures for responsive repairs taking into account national and local indicators. 2.2 Explain the importance of including residents in the development of performance measures for responsive repairs.	
3. Understand how performance management information for responsive repairs is collected and analysed.	3.1 Assess sources of performance management information for responsive repairs. 3.2 Evaluate methods of collecting and verifying performance management information. 3.3 Demonstrate analytical skills relevant to performance management e.g. trend analysis, benchmarking, correlation etc.	
4. Understand how to use performance management to drive continuous improvement and value for money in responsive repairs.	4.1 Analyse performance information for responsive repairs and recommend actions that will result in improved outputs. 4.2 Analyse performance information for responsive repairs and recommend actions that will result in improved value for money.	

<b>Title</b>	<b>Performance Management for Responsive Repairs</b>
<b>Level</b>	<b>4</b>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit aims to give learners a broad understanding of performance management processes in a responsive repairs context. There is a focus on the setting of standards, performance monitoring and analysis, continuous improvement and best value.
Unit review date	30 Sep 15
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	<b>H4 03</b> Develop and implement operational plans for your area of responsibility <b>H4 12</b> Contribute to housing review, strategies and plans
Assessment requirements or guidance specified by a sector or regulatory body	Centre devised
Support for the unit from a sector skills council or other appropriate body	Support 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 Awarding Organisation
Unit guided learning hours	30
Exemptions / equivalences	None

#### Indicative Content

- Measurement of delivery costs and productivity.

CIH Awarding Organisation Unit MRR401

Title	Financial Management for Repairs and Maintenance	
Level	4	
Credit Value	6	
Unit Ref. No.	L/504/4179	
Learning outcomes		Assessment criteria
1. Understand financial reporting systems and processes for repairs and maintenance.		1.1. Analyse systems for the management of budgets and finances for repairs and maintenance. 1.2. Explain the use of cost centres and devolved budgets. 1.3. Evaluate the use of financial information contained in management reports.
2. Understand different approaches to budget setting in a repairs and maintenance context.		2.1. Evaluate the use of stock condition surveys, and asset management data bases in budget setting. 2.2. Explain the process of component analysis and whole cost analysis. 2.3. Summarise processes and procedures used to set budgets for future, planned and responsive maintenance programmes.
3. Understand how to manage budgets for repairs and maintenance.		3.1. Evaluate the effectiveness of budget monitoring processes in controlling costs. 3.2. Evaluate the impact of delivering a customer focused service on the management of budgets e.g. managing customer expectations.
4. Understand approaches to internal and external financial control and audit.		4.1. Critically reflect on the role and function of internal audit. 4.2. Explain the role and function of external audit.
Additional information about the unit		

<b>Title</b>	<b>Financial Management for Repairs and Maintenance</b>	
<b>Level</b>	<b>4</b>	
Unit purpose and aim(s)	This unit aims to develop knowledge requirements for budget setting, monitoring, controlling, re-evaluating and reporting on financial aspects of repairs and maintenance contracts and budgets. It covers processes involved in each stage of financial accounting and management.	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 05 Manage finances for your area of responsibility	
Assessment requirements or guidance specified by a sector or regulatory body	Centre devised	
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 Awarding Organisation	
Unit guided learning hours	30	
Exemptions/equivalences	None	

#### Indicative Content:

- How investment plans are prepared and how they relate to business plans.
- How to prepare planned programmes based on stock condition data.
- The relationship between investment plans and portfolio planning.
- How planned repairs link to spending on responsive repairs.
- How income and expenditure is monitored and managed to ensure financial health.
- Appreciate the value of audit to improve transparency and probity.
- Appreciate the importance of robust data in informing financial and business planning.

CIH Awarding Organisation Unit MRR402

<b>Title</b>	<b>Health and Safety for Repairs and Maintenance</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Unit Ref. No.</b>	<b>F/504/4180</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Understand legislative requirements relating to health and safety in the workplace.	1.1. Explain the key requirements of current Health and Safety Legislation. 1.2. Evaluate risks assessments and method statements as a method of dealing with identified hazards.	
2. Understand the role and responsibilities of management in ensuring health and safety policies and procedures are implemented in the workplace.	2.1. Explain the role of management in implementing and monitoring a range of health and safety procedures. 2.2. Evaluate the implementation of health and safety policies and procedures and recommend improvements where necessary.	
3. Know safe working practices in the delivery of repairs and maintenance services.	3.1. Explain safe working practices for repairs and maintenance including the use of scaffolding, working at height, the role of personal protective equipment. 3.2. Explain the health and safety issues related to delivering repairs and maintenance services in residents' homes.	
4. Understand the obligations of landlords for testing existing systems to ensure a safe and healthy environment for tenants.	4.1. Summarise landlords' obligations for testing systems including gas, electricity, asbestos, lifts, water supplies for Legionella, fire alarms and emergency lighting. 4.2. Explain the procedures that are in place to ensure housing organisations fully comply with legislative requirements. 4.3. Review procedures for ensuring that contractors are aware of their duties in relation to health and safety.	

<b>Title</b>	<b>Health and Safety for Repairs and Maintenance</b>	
<b>Level</b>	<b>4</b>	
5. Understand the impact of the Construction Design and Management (CDM) Regulations for repairs and maintenance practice.	5.1. Explain the circumstances when the Construction Design and Management Regulations apply.	5.2. Examine the role of the client, planning supervisor and contractor.
	5.3. Explain the role of the Health and Safety Executive.	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	This unit will develop knowledge and understanding of Health and Safety management and systems in relation to key strategies, policies and related guidance. It will develop knowledge of current statutory and legislative criteria affecting health and safety in repairs and maintenance. In addition, the unit also focuses on the potential Health & Safety issues related to delivering a service in a domestic environment.	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements. H4 16 Developing practices which promote choice, well being and protection of all 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 Awarding Organisation	
Unit guided learning hours	30	
Exemptions/equivalences	None	

**Indicative Content:**

- Health and Safety at Work Act 1974 and associated regulations, Housing Health and Safety Rating Systems etc.

CIH Awarding Organisation Unit MRR405

Title	The Legal Framework for Repairs and Maintenance	
Level	4	
Credit Value	6	
Unit Ref. No.	H/504/4186	
Learning outcomes		Assessment criteria
1. Understand the legislative framework for the country in which you work.	1.1. Summarise the legislative framework for the country in which you work. 1.2. Summarise the role of courts and tribunals. 1.3. Explain the differences between criminal and civil law.	
2. Understand key legislation relating to repairs and maintenance.	2.1. Summarise key legislation in relation to responsibilities for repairing and maintaining properties from the perspective of: landlords, tenants and leaseholders in the country in which you work. 2.2. Summarise other regulations that must be complied with in relation to repairs and maintenance in the country in which you work e.g. in England and Wales, Environmental Protection Act 1990.	
3. Understand the remedies that are available to resolve repairs and maintenance related issues.	3.1. Explain the legal remedies relevant to repairs and maintenance available in the country in which you work. 3.2. Evaluate other remedies for repairs and maintenance related issues, including arbitration and adjudication.	
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 repairs and maintenance, specifically for the country they work in, but in a UK context. It explores the law in relation to landlords and tenants and requires learners to examine the application of the law in repairs and maintenance.
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>The Legal Framework for Repairs and Maintenance</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 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 Awarding Organisation	
Unit guided learning hours	30	
Exemptions / equivalences	None	

CIH Awarding Organisation Unit MRR406

<b>Title</b>	<b>Sustainable Repairs and Maintenance</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Unit Ref. No.</b>	<b>M/504/4188</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Understand standards for sustainable homes.	1.1. Explain the environmental issues covered by current sustainable homes standards e.g. BREEAM Sustainable Refurbishment Standard, Energy Performance Ratings. 1.2. Assess how current sustainability standards impact on repairs and maintenance.	
2. Understand how building products and work practices impact on the sustainability of homes.	2.1. Summarise current and emerging practices that will ensure a more sustainable repairs and maintenance regime. 2.2. Evaluate building products designed to meet sustainability standards. 2.3. Evaluate the cost benefits of sustainable maintenance alongside carbon management strategies and pay back periods.	
3. Understand eco-friendly waste management practices.	3.1. Explain how waste regulations, environmental legislation and Waste Electrical and Electronic Equipment (WEEE) regulations impact on waste management practice. 3.2. Evaluate opportunities to reduce landfill e.g. working in partnership and re-cycling.	
4. Understand how to programme work to minimise carbon emissions.	4.1. Critically review the programming of works in relation to carbon emissions including geographical planning systems and carbon stock assessments. 4.2. Assess the effectiveness of vehicle selection and maintenance schedules in reducing carbon emissions.	

<b>Title</b>	<b>Sustainable Repairs and Maintenance</b>
<b>Level</b>	<b>4</b>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit aims to raise awareness of sustainability standards for domestic property and how asset management can adopt practices that improve the sustainability of existing homes.
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	N/A
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 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 Awarding Organisation
Unit guided learning hours	30
Exemptions / equivalences	None

**Indicative Content (from unit author):**

**Learning Outcome 1:**

- The Building Regulations.
- The Code for Sustainable Homes.
- Lifetime Homes.
- The cost of meeting the standards versus the current economic climate.

**Learning Outcome 2:**

- Reviewing materials that have low embodied and whole life energy costs.
- Reviewing methods of construction that reduce the impact of carbon emissions.
- Reviewing new but established technologies that contribute to sustainable maintenance.
- Reviewing emerging technologies and evaluating whether they are likely to become established in terms of cost, integration, ease of use and maintenance and complexity.

**Learning Outcome 3:**

- Reviewing government policy and organisational aspirations.
- Analysing how contractors deliver on the green agenda and challenging the validity of their claims.
- Reviewing how construction waste can be minimized.
- Reviewing which materials are recycled and the method of recycling.

**Feedback from Repairs Charter Advisory Group:**

1. Good environmental practice (reducing cost of service year on year, use of low maintenance products).
2. Sustainable lifecycle products.
3. Material specification in relation to changes in legislation.
4. Waste management/reducing waste.
5. Understanding new products and links with development.
6. Understand environmental impact of operations.
7. Component specification.
8. Understand links between responsive repairs and planned maintenance.
9. Positive collaborative approaches.
10. Understand key features of retrofitting (RV's, brown water systems, ground source heat pumps etc.).
11. Understand what sustainability means in this context.
12. Understand how residents can contribute towards sustainability agenda.

CIH Awarding Organisation Unit HP404

<b>Title</b>	<b>Managing People</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Unit Ref. No.</b>	<b>D/503/1176</b>	
<b>Learning outcomes</b>		<b>Assessment criteria</b>
1.	Understand a range of human resource practices in housing organisations.	<p>1.1. Describe the practice of;</p> <ul style="list-style-type: none"> <li>➤ Staff selection and recruitment</li> <li>➤ Staff training, development and appraisal</li> <li>➤ Motivation and communication</li> <li>➤ Equality and diversity in relation to managing people</li> </ul> <p>1.2. Identify good practice examples of:</p> <ul style="list-style-type: none"> <li>➤ Staff selection and recruitment</li> <li>➤ Staff training, development and appraisal</li> <li>➤ Motivation and communication</li> <li>➤ Equality and diversity in relation to managing people</li> </ul>
2.	Know how to manage a team.	<p>2.1. Summarise theories for managing teams.</p> <p>2.2. Explain the importance of teamwork.</p> <p>2.3. Discuss how conflict can be resolved within teams.</p> <p>2.4. Evaluate approaches for managing a dispersed workforce effectively.</p>
3.	Know how to manage change.	<p>3.1. Review theories and models for managing change.</p> <p>3.2. Evaluate how a particular change has been managed at a housing organisation.</p>
4.	Understand their responsibilities for safe practice at work.	<p>4.1. Summarise the risks that staff may experience as part of their working practice.</p> <p>4.2. Explore policy and practice for minimizing risks to staff.</p>
<b>Additional information about the unit</b>		

<b>Title</b>	<b>Managing People</b>	
<b>Level</b>	<b>4</b>	
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.	
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	

**Feedback from Repairs Charter Advisory Group:**

1. Motivation, coaching, mentoring.
2. Understanding HR policies and procedures.
3. Equality and diversity.
4. Positive relationships with contractor's.
5. Manage Appraisals
  - a. Address poor performance
  - b. Personal development plans
  - c. Conduct 1:1's.

CIH Awarding Organisation Unit HP419

Title	Customer Care in a Housing Services Context	
Level	4	
Credit Value	6	
Unit Ref. No.	K/503/5246	
Learning outcomes		Assessment criteria
1. Understand the relationship between good customer service and effective service delivery and continuous improvement in a housing services context.		1.1. Explain the role of effective customer service in developing, delivering and improving needs led housing services. 1.2. Explain the concept of continuous improvement. 1.3. Evaluate standards and measures which aim to develop a culture of customer focus and continuous improvement.
2. Understand how to develop and deliver effective customer service in a housing services context.		2.1. Explain how to develop customer focused systems, policies and procedures. 2.2. Understand the role of the manager and staff in developing and maintaining a customer focused culture.
3. Understand how to use customer feedback to improve service design and delivery.		3.1. Evaluate systems for monitoring, analysing and responding to positive and negative customer feedback. 3.2. Analyse common themes emerging from customer feedback and take these into account when developing, delivering and improving services.
Additional information about the unit		
Unit purpose and aim(s)		The unit will evaluate the approach to customer service in a housing context. It aims to consider the role of effective customer care in the design, delivery and improvement of housing services. Service and how to use customer feedback to develop customer focused, needs led services.
Unit review date		30/04/15
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements. H4 14 Implement and manage feedback processes with customers and stakeholders.
Assessment requirements or guidance specified by a sector or regulatory body		None

<b>Title</b>	<b>Customer Care in a Housing Services Context</b>	
<b>Level</b>	<b>4</b>	
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	

**Feedback from Repairs Charter Advisory Group:**

1. Understand what customer service standards are and how they are formulated.
2. At this level should be about conducting meetings with residents to share information and set standards.
3. Complaint resolution.
4. Diversity/vulnerability/safeguarding.
5. Communication with residents.
6. Customer involvement/participation.

CIH Awarding Organisation Unit HP403

<b>Title</b>	<b>The Delivery of Housing Services</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>Unit Ref. No.</b>	<b>Y/503/1175</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
1. Understand the key policy drivers under which housing providers are delivering housing services.	1.1. Explore the role of regulation in setting and monitoring standards for housing providers.	1.2. Critically review the sector standards framework used to assess the performance of housing providers.
	1.3. Review the concept of locally driven service provision.	
2. Understand the importance of partnership working in the delivery of housing services.	2.1. Analyse the key elements of successful partnership working.	2.2. Evaluate a service that is delivered in partnership with other organisations.
3. Understand the type and range of housing providers and the tenancies they can offer.	3.1. Describe the range of housing organisations that provide affordable housing.	3.2. Describe the tenancy options that each provider can offer.
	3.3. Describe the housing and related services delivered by affordable housing providers and other organisations.	
4. Understand the drivers for resident involvement and empowerment and the range of opportunities for resident involvement in housing and housing related services.	4.1. Describe the context for resident involvement and how this has changed over the last decade.	4.2. Analyse the difference between involvement, engagement, consultation and scrutiny.
	4.3. Evaluate different methods of resident involvement.	
<b>Additional information about the unit</b>		

<b>Title</b>	<b>The Delivery of Housing Services</b>	
<b>Level</b>	<b>4</b>	
Unit purpose and aim(s)	The aim of this unit is for learners to explore the delivery of housing services from a strategic and operational view. Linking policy to delivery. It looks at housing delivery in a national, local, organisational and individual basis. It explores regulation.	
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.	
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	None	

### Indicative content:

#### Learning outcome 1:

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

#### Learning outcome 2:

- Exploring the wider strategic role of housing.
- How housing works with other repairs contractor's or DLO's.

## **Sample Assessment**

### **The Delivery of Housing Services (Unit HP403)**

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

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

**CIH Level 4 Diploma in Managing Responsive Repairs (QCF)**  
**The Delivery of Housing Services (Unit HP403)**  
**Sample Assessment Task**

**Overview**

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

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

comparing it to other affordable housing organisations.

**and guidance**

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

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

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**Assignment Task**

Your report must consider the following:

**Housing Organisations – setting the scene**

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

**Partnership Working**

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

**Resident Involvement**

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

**Policy and Regulation Context**

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

## **Grading Descriptors**

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