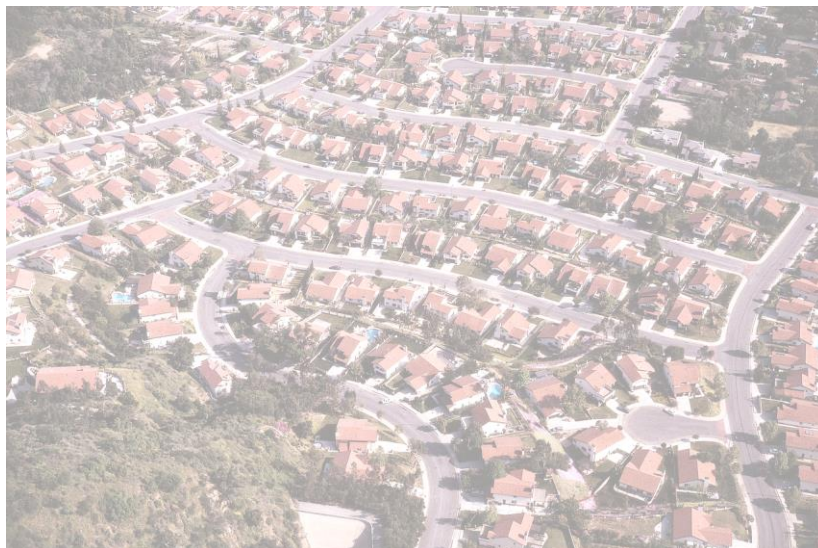




CIH Awarding Organisation Qualification Specification

CIH Level 4 Certificate in Housing Practice (QCF) **600/2138/X**



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1. The CIH Awarding Organisation

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

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

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

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

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

The qualification aims to:

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

The qualification is aimed at:

- People aged 18+.

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

3. Qualification Rules of Combination

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

Credit value: 36

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

Mandatory core units: credit value 24

Mandatory pathway units: credit value 12

Learners must successfully complete 6 units (4 mandatory core units and the two mandatory units for the pathway that they are undertaking).

The qualification contains the following mandatory units:

Unit Title	Credits	Level	Page
<u>Housing Need, Demand and Supply</u> Unit number L/503/1173	6	4	15
<u>Housing Policy</u> Unit number R/503/1174	6	4	18
<u>The Delivery of Housing Services</u> Unit number Y/503/1175 EXTERNALLY ASSESSED BY CIH	6	4	20
<u>Managing People</u> Unit number D/503/1176	6	4	26

Specialist Pathways:

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

To achieve this pathway, learners must achieve the 4 mandatory units (see above). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>Housing support services for independent living</u> Unit number H/503/1177	6	4	28
<u>Strategies for promoting independent living</u> Unit number K/503/1178	6	4	30

Specialist pathways continued...

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

To achieve this pathway, learners must achieve the 4 mandatory units (see page 4). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>Customer involvement in local services</u> Unit number M/503/1179	6	4	32
<u>Housing management services</u> Unit number H/503/1180	6	4	34

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

To achieve this pathway, learners must achieve the 4 mandatory units (see page 4). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>The Governance of Housing Businesses</u> Unit number Y/503/2391	6	4	36
<u>The role of a Housing Board</u> Unit number K/503/2394	6	4	38

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

To achieve this pathway, learners must achieve the 4 mandatory units (see page 4). It is also mandatory that the learner achieves the following 2 units.

Unit Title	Credits	Level	Page
<u>The framework for planning and development</u> Unit number H/503/1678	6	4	40
<u>Buildings, communities and the environment</u> Unit number K/503/1679	6	4	42

The qualification reference number is **600/2138/X**
Regulation start date: 01/06/2011
Qualification review date: 31/05/2014

4.1. Approval to deliver the qualification

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

4.2. Registering learners and fees

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

The registration form will be issued once accredited and list of fees are available on our website: <http://www.cih.org/CIH/accreditedcentrefees.page>

4.3. Running the course

The CIH Awarding Organisation recommended guided learning hours for the qualification are 180. CIH expect that education centres may deliver the qualification in more or less time according to the plan they have approved by CIH prior to the start of the course. The units may be delivered in any order.

5. Assessment

5.1. Overview

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

5.2. Centre devised assessments

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

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

5.3. Assessment principles

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

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

5.4. Methods of assessment

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

These methods include:

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

The number of assessment tasks that a centre uses to assess the learning outcomes is at their discretion, for example, a centre may use one assignment to assess two units or two assignments to assess one unit.

Where an assessment covers the assessment criteria for more than one unit, the assessment should be designed in such a way that it is possible for each unit to nevertheless be assessed individually and a grade awarded for each unit. Where two or more assessments cover the assessment criteria for one unit, the centre must aggregate the overall grade for the unit.

5.5. A special note on multiple choice and group assessments

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

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

5.6. Security and authenticity of assessment

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

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

All assignments must be kept securely whilst at the Centre.

5.7. Grading assessments

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

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

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

5.8. Resubmission of assessment

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

GRADE DESCRIPTORS – LEVEL 4

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

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

6. Reasonable adjustments and special considerations

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. The centre is required to implement the adjustments to assessment and to notify CIH of this.

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

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

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

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

7. External moderation

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

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

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

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

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

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

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

8. Award of grades for the qualification

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

This qualification is not eligible for an aegrotat award.

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

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

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

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

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

For example:

Points allocated to learner A:			Points allocated to learner B:		
Unit 1	2	P	Unit 1	4	D
Unit 2	3	M	Unit 2	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
Total Points		21	Total Points		15
Divided by units		6	Divided by units		6
Final score		3.50	Final score		2.50
Final Grade		Distinction	Final Grade		Pass

9. Certificates

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

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

10. Other documents of relevance to the delivery of qualifications

- Equality and Diversity Policy
- Replacement Certificates
- Internal Verification Policy
- Claiming Credit for QCF Qualifications
- External Moderation Guidance
- Reasonable Adjustments and Special Considerations Guidance
- Complaints Policy
- Appeals Policy
- Assessment guidance
- Assignment presentation guidance
- Centre handbook
- Customer service statement
- Malpractice policy
- CIH AO Centre Approval (Part B)

Further information and documents are available through the CIH website at:
<http://www.cih.org/CIH/accreditedcentresources.page>

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

CIH Awarding Organisation Unit HP401

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

Title	Housing need, demand and supply (L/503/1173)	
Level	4	
3. Understand the range of factors that influence local housing market strategies.	3.1.	Evaluate the impact that national policy and initiatives have on local housing market strategies.
	3.2.	Explain the other factors that determine local housing market strategies.
Additional information about the unit		
Unit purpose and aim(s)	The unit aims to enable learners to explore the demographic profile of the UK and understand the impact this, and socio-economic factors, have on housing need, demand and supply. They will also examine a range of factors influencing local housing market strategies.	
Unit review date	28/02/2014	
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula	H4 01 Ensure compliance with legal, regulatory, ethical and social requirements. H4 13 Enable the availability of additional homes H4 16 Develop practices which promote choice, well-being and protection of all individuals H4 20 Develop joint working agreements and practices and review their effectiveness	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	None	

Indicative Content

- Demography (the study of population) – meaning, techniques, analysis, application – why is it important to housing people?
- Housing tenure – meaning, difference, distribution, importance
- Housing supply and demand –
 - supply – what does this mean, who does it, why, how, where?
 - demand – what is it and what drives it; who does the demanding and why
- Housing need – why need; whose need; why is it important; how is it assessed; how can it be analysed and to what ends?
- Social problems and housing: what are social problems and why might they be significant; are they caused by housing; is there a link with need/demand?
- Representations of and perceptions of housing (e.g. film, TV, literature and news media) – I've added this because all the analyses of supply, demand and need can come to nought because of how we perceive housing and those perceptions can override all our rational inclinations; for example, representations of social housing or homelessness; the association of social problems with social housing; NIMBYISM; vulnerability and housing etc.

CIH Awarding Organisation Unit HP402

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

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

Indicative Content

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

CIH Awarding Organisation Unit HP403

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

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

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

Indicative content

Learning outcome 1

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

Learning outcome 2

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

Externally Set Assessment

The Delivery of Housing Services (Unit HP403)

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

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

The externally set assessment is:

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

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

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

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

Overview

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

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

comparing it to other affordable housing organisations.

and guidance

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

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

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

Assignment Task

Your report must consider the following:

Housing Organisations – setting the scene

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

Partnership Working

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

Resident Involvement

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

Policy and Regulation Context

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

Grading Descriptors

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

Title	Managing People (D/503/1176)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand a range of human resource practices in housing organisations.	1.1. Describe the practice of; ➤ Staff selection and recruitment ➤ Staff training, development and appraisal ➤ Motivation and communication ➤ Equality and diversity in relation to managing people 1.2. Identify good practice examples of: ➤ Staff selection and recruitment ➤ Staff training, development and appraisal ➤ Motivation and communication ➤ Equality and diversity in relation to managing people
2.	Know how to manage a team.	2.1. Summarise theories for managing teams. 2.2. Explain the importance of teamwork. 2.3. Discuss how conflict can be resolved within teams. 2.4. Evaluate approaches for managing a dispersed workforce effectively.
3.	Know how to manage change.	3.1. Review theories and models for managing change. 3.2. Evaluate how a particular change has been managed at a housing organisation.
4.	Understand their responsibilities for safe practice at work.	4.1. Summarise the risks that staff may experience as part of their working practice. 4.2. Explore policy and practice for minimizing risks to staff.
Additional information about the unit		
Unit purpose and aim(s)		The unit explores how to manage people, through an understanding of human resource policy and practice, managing change and managing risk.
Unit review date		28/02/2014
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 04 Manage and develop individuals

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

Title	Housing support services for independent living (H/503/1177)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the context in which support services operate in delivering independent living.		1.1. Analyse the context in which support services are provided e.g. personalisation, public expenditure cuts and multi-agency working. 1.2. Evaluate different approaches for providing support services for independent living e.g. floating support.
2. Understand the role of service user involvement in the design and delivery of support services for independent living.		2.1. Describe opportunities for service users to be involved in the design and delivery of support services for independent living. 2.2. Evaluate the impact of service user involvement in the delivery of support services for independent living.
3. Understand the legislative, funding and monitoring framework for support services for independent living.		3.1. Summarise the legislative framework for support services. 3.2. Explain how support services for independent living are funded. 3.3. Explain how support services for independent living are monitored internally and externally.
Additional information about the unit		
Unit purpose and aim(s)		The unit explores housing support services for independent living. It looks at how these services are provided and how service users are involved. It also looks at the legislative, funding and monitoring context of providing these services.
Unit expiry date		28/02/2014
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		NOS Level 4 H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 02 Develop productive working relationships with colleagues and stakeholders H4 03 Develop and implement operational plans for your area of responsibility H4 15 Set up and manage partnership working arrangements in a housing context H4 16 Develop practices which promote choice, well-being and protection of all individuals

Title	Housing support services for independent living (H/503/1177)	
Level	4	
Assessment requirements or guidance specified by a sector or regulatory body	None	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	1.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Supported housing services L/500/2062	

Title	Strategies for promoting independent living (K/503/1178)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1.	Understand strategies for promoting independent living.	1.1. Identify and evaluate strategies to promote empowerment, independence and choice. 1.2. Evaluate the effectiveness of person centred needs assessments, risk assessment and person centred support planning processes. 1.3. Assess the implications for service delivery of person centred needs and risk assessments and support planning processes.
2.	Understand strategies for safeguarding individuals with support needs.	2.1. Explain the role of prevention, e.g. from harm or abuse, in the supporting of clients. 2.2. Evaluate organisational procedures for safeguarding individuals.
3.	Understand the technological and housing design tools available to assist the enabling of independent living.	3.1. Evaluate the strategic role of assistive technology in providing housing and services to people with support needs. 3.2. Assess the housing design needs of different client groups against the lifetime homes standard.
Additional information about the unit		
Unit purpose and aim		The unit will explore strategies for promoting independent living and for safeguarding individuals. It will also explore the technological and housing design tools available to support these strategies.
Unit review date		28/02/2014
Details of the relationship between the unit and the Asset skills Level 4 Housing national occupational standards		H4 16 Develop practices which promote choice, well-being and protection of all individuals H4 17 Assess individual needs and preferences H4 18 Produce, evaluate and amend service delivery plans to meet individual needs and preferences
Assessment requirements or guidance specified by a sector or regulatory body		N/A
Support for the unit from a sector skills council or other appropriate body		Asset Skills

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

Title	Customer Involvement in Local Services (M/503/1179)	
Level	4	
Credit Value	6	
Learning outcomes		Assessment criteria
1. Understand the impact of a customer focused approach to providing local services.		1.1. Analyse the aims, objectives and value of a customer focused approach to providing local services. 1.2. Explain a localist approach and its key features.
2. Understand the strategic partnership approach to local services.		2.1. Identify and analyse the role of different agencies involved in the delivery of local services. 2.2. Evaluate the strengths and weaknesses of a strategic partnership approach to the delivery of local services.
3. Understand the role of tenant, resident, and service user involvement in the design, delivery and scrutiny of local services and their capacity to deliver.		3.1. Describe opportunities and the needs of tenants, residents, and service users to be involved in the design and delivery of local services. 3.2. Evaluate the role of involvement and scrutiny in the delivery of local services. 3.3 Evaluate mechanisms to develop capacity for tenant involvement.
Additional information about the unit		
Unit purpose and aim(s)		The unit will examine approaches to ensuring local services are customer focused. It aims to explore customer focused and partnership approaches to providing local services. It also aims to consider the role of tenant, resident, and service user involvement in the design, delivery and scrutiny of local services.
Unit review date		28/02/2014
Details of the relationship between the unit and the relevant national occupational standards or other professional standards or curricula		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 14 Implement and manage feedback processes with customers and stakeholders H4 15 Set up and manage partnership working arrangements in a housing context
Assessment requirements or guidance specified by a sector or regulatory body		None

Title	Customer Involvement in Local Services (M/503/1179)	
Level	4	
Support for the unit from a sector skills council or other appropriate body	Asset Skills	
Location of the unit within the subject/sector classification system	01.4 Public Services	
Name of the organisation submitting the unit	Chartered Institute of Housing	
Availability for use	Shared	
Unit available from	23/03/2011	
Unit guided learning hours	30	
Exemptions / equivalences	Customer and Neighbourhood Services H/500/2066	

CIH Awarding Organisation Unit HP408

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

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

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

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

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

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

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

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

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

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