



Qualification Specification

**CIH Level 4 Certificate
in Housing**

and

**CIH Level 4 Diploma
In Housing**

CIH Level 4 Certificate in Housing

CIH Level 4 Diploma in Housing



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1. The CIH Awarding Body

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

2. The Level 4 Certificate and Diploma in Housing

The Level 4 qualification provides a one year Certificate pathway in Housing or Sheltered and Supported Housing followed by a second year programme to meet the CIH stage 1 outcomes of the Professional Qualification – the level 4 Diploma. This qualification has been designed on the new CIH specification for professional membership developing the skills and knowledge for the current challenges in Housing.

The CIH is accredited by QCA to award the Level 4 Certificate and Diploma in Housing

- Approval number for the Level 4 Certificate 100/3074/8
- Approval number for the Level 4 Diploma 100/3073/6

Introduction

There are 12 units for the CIH level 4 Diploma in Housing. They are all of equal weighting. Units are either core, specialist or optional and designated a unique number indicating the status of the unit, e.g. 4C1 is level 4 core unit 1. Units 8 and 14 are chosen from a list of CIH options. On completion of all 12 units students will be awarded the CIH Level 4 Diploma in Housing. On completion of six units from the Certificate matrix of units students will be awarded the CIH Level 4 Certificate in Housing with an endorsement to reflect the specialist pathway if applicable.

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Summary of Level 4 Units

- Unit 1 Housing Policy
- Unit 2 Housing Practice
- Unit 3 Managing and Measuring Organisation Performance
- Unit 4 Housing and the Law
- Unit 5 Construction, Regulation and Development
- Unit 6 Community Support and Community Care
- Unit 7 The Accommodation Service
- Unit 8 CIH Option
- Unit 9 Finance and Financial Management
- Unit 10 Managing Tenancies
- Unit 11 Community Development and Sustainability
- Unit 12 Networking to Joint Working
- Unit 13 Promoting and Marketing Housing
- Unit 14 CIH Option

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Level 4 Certificate in Housing (Pathways)

The diagram below sets out the units required for each pathway. Please note an **X** means students following this pathway **DO NOT** have to do this unit.

Award	CORE Mandatory	CORE Mandatory	CORE Mandatory	CORE Mandatory	CORE Mandatory	Specialist Mandatory	Specialist Mandatory	CIH Option Mandatory
Housing Pathway	Unit 1 Housing Policy	Unit 2 Housing Practice	Unit 3 Managing and Measuring Performance	Unit 4 Housing and the Law	Unit 5 Construction, Regulation And Development	X	X	Unit 8 CIH Option
Student Accommodation Pathway	Unit 1 Housing Policy	Unit 2 Housing Practice	Unit 3 Managing and Measuring Performance	Unit 4 Housing and the Law	Unit 5 Construction, Regulation And Development	X	Unit 7 The Accommodation Service	X
Supported and Sheltered Housing Pathway	Unit 1 Housing Policy	Unit 2 Housing Practice	Unit 3 Managing and Measuring Performance	Unit 4 Housing and the Law	X	Unit 6 Community Support and Community Care	X	Unit 8 CIH Option

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To complete the Level 4 Certificate in Housing a student must complete:

- Unit 1 Housing Policy
- Unit 2 Housing Practice
- Unit 3 Managing and Measuring Performance
- Unit 4 Housing and the Law
- Unit 5 Construction, Regulation and Development
- Unit 8 A CIH devised option

To complete the Level 4 Certificate in Housing (Student Accommodation Management Pathway) a student must complete:

- Unit 1 Housing Policy
- Unit 2 Housing Practice
- Unit 3 Managing and Measuring Performance
- Unit 4 Housing and the Law
- Unit 5 Construction, Regulation and Development
- Unit 7 The Accommodation Service

To complete the Level 4 Certificate in Housing (Supported and Sheltered Housing Pathway) a student must complete:

- Unit 1 Housing Policy
- Unit 2 Housing Practice
- Unit 3 Managing and Measuring Performance
- Unit 4 Housing and the Law
- Unit 6 Community Support and Community Care
- Unit 8 A CIH devised option

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Award	CORE Mandatory	CORE Mandatory	CORE Mandatory	CORE Mandatory	CORE Mandatory	CIH Option Mandatory
Housing	Unit 9 Finance and Financial Management	Unit 10 Managing Tenancies	Unit 11 Community Development and Sustainability	Unit 12 Networking to Joint Working	Unit 13 Promoting and Marketing Housing	Unit 14 CIH Option

To complete the Level 4 Diploma in Housing, a student must complete, six units from the Level 4 Certificate, plus:

- Unit 9 Finance and Financial Management
- Unit 10 Managing Tenancies
- Unit 11 Community Development and Sustainability
- Unit 12 Networking to Joint Working
- Unit 13 Promoting and Marketing Housing
- Unit 14 CIH devised Option

Rationale for CIH devised option choice for Unit 8 and 14

As an Awarding Body the CIH proposes to offer centres involved in the delivery of the Level 4 Certificate and Diploma in Housing a choice of options at unit 8 and unit 14 to be chosen from a list of CIH options which have been approved by QCA. These options can be found in **section 4** of this guide.

CIH Level 4 Diploma in Housing: Aims

This course provides an alternative programme to the Edexcel HNC in Housing. The CIH HNC is however a more practitioner led qualification responding directly to the current needs of employers in a period of rapid development of the social housing role. The course has been designed to form the first stage of the CIH professional qualification laying the foundations for knowledge and skills essential to those working in housing. The course will be offered by part time study, open learning and distance learning to ensure flexible access across the UK.

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Outline Content

Unit 1 Housing Policy

This unit requires students to understand the broader context in which housing is provided and how it is managed from a local to national and international perspective.

Unit 2 Housing Practice

This unit requires students to explore the basic functions of housing management focussing on letting property, understanding the responsibilities of landlords, providing and directing tenants to advice and guidance, and developing customer care knowledge and understanding.

Unit 3 Managing and Measuring Performance

This unit requires students to examine the reasons for applying measures to performance, understanding the various approaches to this process and examine the range of quality indicators currently being used.

Unit 4 Housing and the Law

This unit requires students to describe the structure of the legal system in the country in which they practice, to understand the legal processes and to be introduced to the key legislation for landlords and tenants. In addition the unit will focus on the law relating to the accommodation of students.

Unit 5 Construction, Regulation and Development

This unit requires students to be able to describe the basic components of construction and to identify common defects. Also students will develop an understanding of the participative development processes and relate this to regeneration projects. Included within this will be an exploration of environmental issues and how buildings and communities impact on the environment and the regulation and control of them.

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Unit 6 Community Support and Community Care

This unit requires students to understand the policy context for supported living and the development of the practice of sheltered and supported housing in recent years. In addition students will evaluate the issues relating to working with related care agencies and the range of good practice examples available.

Unit 7 The Accommodation Service

This unit requires students to explore the various types of accommodation Higher Education provides and facilitates and the wide range of activities accommodation officers undertakes in their role. In addition the unit introduces the student to management principles relating to the service and the personnel functions required in delivering the service.

Unit 8 and 14 – CIH Options:

- Customer Care
- Equal Opportunities and Equal Rights
- Managing People
- Research Perspective in Social Housing

These units provide an opportunity for centres to choose from a list of CIH units. These optional units can be found listed in section 4 of this guide.

Unit 9 Finance and Financial Management

This unit requires students to understand the processes involved in financial management and the external sources of finance which housing organisations access. The unit also explores the wider financial environment of housing organisations and the concepts of affordability and subsidy.

Unit 10 Managing Tenancies

This unit requires students to develop a broader and more detailed understanding of tenancy support services focusing on advice and guidance to tenants to help maintain tenancies.

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Unit 11 Community Development and Sustainability

This unit requires students to develop a wider understanding of the issues involved in community support and regeneration. It focuses on the exploration of practical examples of activity in community development and looks at current good practice.

Unit 12 Networking to Joint Working

This unit requires students to research and evaluate the role of related professions/agencies in the support for individuals and communities. This unit concentrates on the spectrum of activity ranging from networks of professionals to collaborative projects and the issues relating to the different types of working.

Unit 13 Promoting and Marketing Housing

This unit requires students to understand the need for using promotion and marketing approaches in housing. In addition the unit will look at some current examples taken from housing organisations and evaluate the strengths and weaknesses of the strategies.

Delivery

Students should be exposed to a wide range of learning experiences. Teaching and learning strategies should include small group work, discussions, case studies, visiting speakers, visits and placements. Students should be encouraged to develop skills for independent learning.

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3. Qualification Core Units

UNIT TITLE	CORE	4C1
HOUSING POLICY	VALUE	10 credits

LEARNING OUTCOMES

1. Demonstrate knowledge of the broader social, cultural, environmental, economic, and political setting in which housing is located.
2. Describe the main types of housing organisations which exist in the UK in terms of legal status, statutory responsibilities and location.
3. Describe and appraise the key functions of the different organisations.
4. Examine the concept of governance in relation to housing organisations.
5. Explore the emergence of separate housing policies for each of the four countries of the UK.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

- H42 Obtain and provide information relating to housing.
A2 Manage activities to meet requirements
C12 Lead the work of teams and individuals to achieve their objectives.

Level 4 Optional Units

- O2 Promote people's equality, diversity and rights.

Level 3 Mandatory Units

- H17 Obtain and provide information to customers and others.
C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C2
HOUSING PRACTICE	VALUE	10 credits

LEARNING OUTCOMES

1. Examine and evaluate different approaches to meeting housing need.
2. Compare and contrast approaches to a range of housing management functions including:
 - Rent setting and collection
 - Arrears management and monitoring
 - Void control and monitoring
 - Estate management
 - Tenant Participation
3. Assess the impact of a customer focused housing service on customers and providers.
4. Critically examine the role of 'choice' for the allocation of social housing.
5. Describe and review at least two 'joined-up' approaches to neighbourhood management.
6. Investigate a range of housing and housing related advice services.
7. Explore and relate to good practice.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

- H42 Obtain and provide information relating to housing.
A2 Manage activities to meet requirements.
C2 Develop your own resources.
C12 Lead the work of teams and individuals to achieve their objectives.

Level 3 Mandatory Units

- H5 Process documents relating to housing services.
H17 Obtain and provide information to customers and others.
A Ensure your own actions reduce risks to health and safety (Employment NTO).
C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C3
MANAGING AND MEASURING ORGANISATION PERFORMANCE	VALUE	10 credits

LEARNING OUTCOMES

1. Demonstrate an understanding of the human resource practices in housing organisations, in respect of recruitment, training, team management and motivating staff.
2. Identify and critically examine strategies for managing effectively a dispersed workforce.
3. Investigate and evaluate at least two approaches to setting and monitoring performance measures for housing organisations.
4. Critically examine the use of performance standards measures such as IIP, Beacon status, Charter Marks and Benchmarking.
5. Critically examine the process of change in organisations and investigate at least two examples of implementing and responding to change.
6. Evaluate the implementation of Best Value.
7. Explore and relate to good practice.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

- H42 Obtain and provide information relating to housing.
- H43 Respond to issues regarding service provision.
- A2 Manage activities to meet requirements.
- C2 Develop your own resources.
- C12 Lead the work of teams and individuals to achieve their objectives

Level 4 Optional Units

- H43 Respond to issues regarding service provision.

Level 3 Mandatory Units

- H5 Process documents relating to housing services.
- H17 Obtain and provide information to customers and others.
- C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C4
HOUSING AND THE LAW	VALUE	10 credits

LEARNING OUTCOMES

1. Explain and describe the legislative processes in the UK.
2. Describe the judicial structures of courts and tribunals.
3. Describe the principles of civil and criminal law.
4. Explore and describe the key legislation relating to tenants and landlords.
5. Evaluate the law relating to homelessness.
6. Evaluate the application of the law to housing practice e.g. Neighbourhood nuisance, housing refugees, disrepair, obtaining possession.
7. Evaluate the impact of employment law on organisations.
8. Explore and relate current good practice.

Specialist study outcomes:

Law relating to the Rent Service
Law relating to special needs housing
Law relating to accommodation officers

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Optional Units

H40 Monitor, and respond to, the potential for legal proceedings.
H44 Respond to breaches of agreements.
H46 Work to resolve disputes.

Level 3 Mandatory Units

H5 Process documents relating to housing services.
H16 Develop and maintain open and honest relationships with customers.
C1 Manage yourself (METO).

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UNIT TITLE	CORE	4S1
CONSTRUCTION, REGULATION AND DEVELOPMENT	VALUE	10 credits

LEARNING OUTCOMES

1. Describe the key components of buildings.
2. Identify common defects in buildings.
3. Describe the principles of utility provision: gas, electricity, water.
4. Explain the development process and the key participants in new buildings and major refurbishment with reference to 'Egan' and the principles of working together.
5. Evaluate the impact on the environment of buildings and the strategies to minimise adverse impact.
6. Compare and contrast examples of tenant / community participation in planning and development of schemes.
7. Describe the process of inspecting properties to ascertain fitness.
8. Evaluate the health and safety, Codes of Practice and building regulations relevant to rented property.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Optional Units

- H37 Arrange and conduct meetings with customers and others.
- H43 Respond to issues regarding service provision.
- H50 Contribute to feasibility studies on proposed developments.
- H52 Involve customers in the management of the organisation.
- H54 Identify and select contractors to deliver projects.
- H55 Develop a list of approved contractors for use by your organisation.
- H57 Consult on, and agree, objectives for services.

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UNIT TITLE	CORE	4S2
COMMUNITY SUPPORT AND COMMUNITY CARE	VALUE	10 credits

LEARNING OUTCOMES

1. Describe the current policy objectives and strategic directions for supporting people in the community.
2. Explore and describe the development of community care both regionally and nationally.
3. Evaluate good practice in the provision of support for vulnerable clients in the community.
4. Evaluate the benefits and concerns of working jointly with related agencies in the community.
5. Explore and relate current good practice.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Optional Units

- H43 Respond to issues regarding service provision.
H52 Involve customers in the management of the organisation.
H57 Consult on, and agree, objectives for services.

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UNIT TITLE	CORE	4S3
THE ACCOMMODATION SERVICE	VALUE	10 credits

LEARNING OUTCOMES

1. Distinguish between the various forms of accommodation service Higher Education provides.
2. Compare and contrast the management issues related to private landlords and college owned accommodation.
3. Compare and contrast the roles of the accommodation service in at least three different institutions.
4. Examine the personnel functions required for delivering an accommodation service.
5. Evaluate the management processes required for the efficient delivery of the accommodation service.

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UNIT TITLE

CORE

4C5

FINANCE AND FINANCIAL MANAGEMENT

VALUE

10 credits

LEARNING OUTCOMES

1. Describe the internal financial procedures for budget preparation and monitoring.
2. Describe the use of resource accounting, business planning and auditing on housing providers.
3. Describe the economic framework in which housing operates.
4. Examine the impact of fiscal policy on housing.
5. Explain the use of subsidy and benefits on housing.
6. Evaluate the role of financial institutions and regulators.
7. Explore and relate good practice in financial management.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Optional Units

- H40 Monitor, and respond to, the potential for legal proceedings.
H44 Respond to breaches of agreements.
H46 Work to resolve disputes.

Level 3 Mandatory Units

- H5 Process documents relating to housing services.
H16 Develop and maintain open and honest relationships with customers.
C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C6
MANAGING TENANCIES	VALUE	10 credits

LEARNING OUTCOMES

1. Describe and evaluate Housing related services: legal, environmental health, planning, debt counselling.
2. Examine the role of the providers of housing advice: local authorities, voluntary organisations, Citizens Advice Bureaux, solicitors.
3. Compare and review the types of advice available: housing options, transfers, mutual exchangers, registers of private landlords, arbitration, advocacy, tenants incentives, and shared ownership schemes.
4. Evaluate pre tenancy counselling.
5. Evaluate strategies for providing support services.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

C12 Lead the work of teams and individuals to achieve their objectives.

Level 3 Mandatory Units

- H5 Process documents relating to housing services.
- H17 Obtain and provide information to customers and others.
- C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C7
COMMUNITY DEVELOPMENT AND SUSTAINABILITY	VALUE	10 credits

LEARNING OUTCOMES

1. Evaluate the concept of Community and explain the various applications of the term.
2. Explore the relationship between housing and communities and the role of the landlord/owner.
3. Examine at least two examples of housing organisations working actively with a community.
4. Examine the concept of sustainability in terms of housing communities.
5. Review methods and strategies for consultation with tenants, leaseholders, owner occupiers and community groups.
6. Explore and relate current good practice.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

- H42 Obtain and provide information relating to housing.
- A2 Manage activities to meet requirements.
- C2 Develop your own resources.
- C12 Lead the work of teams and individuals to achieve their objectives.

Level 4 Optional Units

- H46 Work to resolve disputes.
- H47 Agree support packages to meet customer needs.

Level 3 Mandatory Units

- H5 Process documents relating to housing services.
- H16 Develop and maintain open and honest relationships with customers.
- H17 Obtain and provide information to customers and others.
- A Ensure your own actions reduce risks to health and safety (Employment NTO).
- C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C8
NETWORKING TO JOINT WORKING	VALUE	10 credits

LEARNING OUTCOMES

1. Examine the policy origins for greater collaboration between groups / organisations / agencies to support communities.
2. Evaluate the spectrum for collaborative working from networking to joint ventures.
3. Explore and evaluate at least two examples of collaborative working in a housing context.
4. Critically examine the role of Housing in initiatives led by other agencies such as the police, probation service, health, community groups, etc.
5. Evaluate the use of sources of expert advice and guidance for housing management, e.g. disability groups, ethnic minority groups, lobbying groups.
6. Explore and relate good practice.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

- H41 Develop and maintain open and honest relationships with interested parties.
H42 Obtain and provide information relating to housing.
C12 Lead the work of teams and individuals to achieve their objectives.

Level 4 Optional Units

- H32 Develop and maintain joint-working to meet individual customer needs.
H37 Arrange and conduct meetings with customers and others.
H45 Consult with interested parties on needs and issues within the local community.
H47 Agree support packages to meet customer needs.
H50 Contribute to feasibility studies on proposed developments.

Level 3 Mandatory Units

- H17 Obtain and provide information to customers and others.
A Ensure your own actions reduce risks to health and safety (Employment NTO).
C1 Manage yourself (METO).

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UNIT TITLE	CORE	4C9
PROMOTING AND MARKETING HOUSING	VALUE	10 credits

LEARNING OUTCOMES

1. Examine the rationale for marketing and promoting housing.
2. Examine the principles of marketing and promotion of goods and services.
3. Explore the different needs for promotion and marketing according to location, client group and type of organisation.
4. Describe at least two examples of effective promotion strategies used by housing organisations.
5. Draft a promotion and marketing plan.
6. Critically examine customer service strategies in at least two contrasting organisations.
7. Explore and relate current good practice.

REFERENCE TO OCCUPATIONAL STANDARDS

Level 4 Mandatory Units

- B3 Manage the use of financial resources.
C12 Lead the work of teams and individuals to achieve their objectives.

Level 4 Optional Units

- H58 Contribute to communicating the values and aims of the organisation.

Level 3 Mandatory Units

- H17 Obtain and provide information to customers and others.

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4. Qualification Optional Units

Rationale for CIH devised option choice for Unit 8 and 14

As an Awarding Body the CIH proposes to offer centres involved in the delivery of the Level 4 Certificate and Diploma in Housing a choice of options at unit 8 and unit 14 to be chosen from a list of CIH options which have been approved by QCA.

The CIH has devised 4 optional units which we will allow centres to choose from to satisfy our commitment to offering centres choice from an approved range at unit 8 and unit 14. These optional units are listed below:

CIH Option Choices for Unit 8 and Unit 14 of the Level 4 Certificate and Diploma in Housing

UNIT TITLE	LEVEL 4	CIH devised option
CUSTOMER CARE (401)		Value 10 credits
LEARNING OUTCOMES		
1. Explain the importance and the contribution of customer care to the external and internal customers of the organisations.		
2. Identify the stages in the development of a customer care strategies.		
3. Explain methods available for monitoring the effectiveness of customer care strategies.		
4. Describe the main techniques available to an organisation for maintaining a positive customer relationship.		
5. Describe a variety of methods for dealing with customer complaints.		
6. Evaluate the customer care strategy of your organisation.		
REFERENCE TO OCCUPATIONAL STANDARDS		
Level 4 Mandatory Units		
H41	Develop and maintain open and honest relationships with interested parties.	
H28	Encourage customer associations and networks.	
H46	Work to resolve disputes.	
H48	Develop and maintain procedures for customer participation.	
H58	Contribute to communicating the values and aims of the organisation.	

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UNIT TITLE	LEVEL 4	CIH devised option
EQUAL OPPORTUNITIES AND EQUAL RIGHTS (402)		Value 10 credits
LEARNING OUTCOMES		
<ol style="list-style-type: none"> 1. Describe the legislation, policies and codes of practice relevant to housing organisations for promoting equality of opportunity. 2. Explain how housing organisations promote equality of opportunity with reference to race, sex, sexuality, age, disability, religious beliefs and clients with a criminal record. 3. Examine strategies for the promotion of informed consent amongst vulnerable clients i.e. clients with a learning disability or the elderly infirm. 4. Discuss ethical dilemmas which may occur when applying principles of equal opportunities. 5. Explain the effects of discrimination on the individual and give ways that you could act as an advocate for disadvantaged clients. 6. Describe ways that organisations can act as advocates for clients who are vulnerable to abuse? 		
REFERENCE TO OCCUPATIONAL STANDARDS		
Level 4 Mandatory Units		
H41 Develop and maintain open and honest relationships with interested parties.		
Level 4 Optional Units		
H58 Contribute to communicating the values and aims of the organisation.		
O2 Promote people's equality, diversity and rights.		
Z7 Contribute to the provision of advocacy for individuals.		
Level 3 Optional Units		
O2 Promote people's equality, diversity and rights.		
CL2 Promote communication with individuals where there are communication differences.		
Z1 Contribute to the protection of individuals from abuse.		
Z2 Contribute to the provision of advocacy for individuals.		

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UNIT TITLE	LEVEL 4	CIH devised option
MANAGING PEOPLE (403)		VALUE 10 CREDITS
LEARNING OUTCOMES		
1.	Investigate a range of human resource practices in housing organisations, in particular recruitment, training, team management and motivating staff.	
2.	Explore a range of approaches and strategies associated with managing a dispersed work force effectively.	
3.	Use theories and models of key concepts such as organisational power, organisational culture and structures, and individual motivation to help manage change and stability effectively.	
4.	Explain good practice in selecting, recruiting and motivating and communicating with staff.	
5.	Explain why it is important to work as part of a team. Discuss how conflict can be resolved within teams.	
6.	Explore different methods of dealing with conflict within the organisation.	
7.	Evaluate methods of dealing with personal and work based stress.	
REFERENCE TO OCCUPATIONAL STANDARDS		
Level 4 Mandatory Units		
A2	Manage activities to meet requirements.	
Level 4 Optional Units		
H46	Work to resolve disputes.	

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UNIT TITLE	LEVEL 4	CIH devised option
RESEARCH PERSPECTIVE IN SOCIAL HOUSING (404)	VALUE	10 credits
LEARNING OUTCOMES		
<ol style="list-style-type: none"> 1. Explain why it is important that individuals involved in housing should use research in planning services. 2. Describe qualitative and quantitative research methodologies state the advantages and disadvantages of each of each method. 3. Design a research study based on a topic of your choice. You should include: <ul style="list-style-type: none"> - a literature review - the purpose of your study - the research methodology - any ethical considerations - how you would analyse your results 4. Carry out a pilot study based on your research proposal and analyse your results. 5. Present your findings to your peer group explaining clearly the positive and negatives of your research design and suggest how you would change you methodology as a result of your pilot study. 		
REFERENCE TO OCCUPATIONAL STANDARDS		
Level 4 Mandatory Units		
H42 Obtain and provide information relating to housing. A2 Manage activities to meet requirements. C2 Develop your own resources.		
Level 3 Mandatory Units		
C1 Manage yourself (METO). H17 Obtain and provide information to customers and others.		

CIH accredited centres must choose 1 option for unit 8 and 1 option for unit 14.

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5. Internal Assessment

Assessment Guidance for CIH Level 4 Certificate and Diploma in Housing

The purpose of assessment for the CIH Level 4 Certificate and Diploma in Housing is to enable students to demonstrate and to enable tutors to measure and judge in a fair and objective manner whether students have achieved the stated learning outcomes.

Assessments for the qualifications should display the key characteristics of:

- Validity
- Reliability
- Fitness for purpose.

CIH centres are required to devise a varied assessment strategy which ensures consistent and balanced work throughput for the duration of the programme.

The assessment strategy devised by centres must ensure:

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

CIH centres should ensure that the assessment process:

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

A variety of assessment modes should be used, designed to realise the specified learning outcomes of each module. These will include:

- Formal written assignments
- Practice based reports
- Student-centred case study exercises
- Individual and group oral presentations

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The overall assessment strategy should allow students to demonstrate:

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

Achieving learning outcomes

Accredited centres are required to demonstrate that **all learning outcomes** for the Level 4 Certificate and Diploma in Housing are met through the **teaching, delivery and assessment** of the course. Centres are required to provide a teaching and learning plan which shows how learning outcomes are delivered.

The CIH Awarding Body does not require all learning outcomes to be formally assessed as part of a centre's internal assessment strategy.

- 60% of learning outcomes per individual unit **MUST** be formally assessed through a centre's internal assessment strategy.
- 40% of learning outcomes per individual unit can be met in the broader context of the teaching and delivery of the course. This could be achieved in the form of questions and answers, group work, role play, investigations, practicals, observation, discussion and short answer questions. It is the responsibility of accredited centres to evidence where these outcomes have been met.
- Academic Moderators should be confident that accredited centres are adhering to these assessment requirements and that the requisite number of learning outcomes have been assessed through the centre's assessment strategy.

Grading Internal Assessment

From September 2004, all CIH accredited centres will be required to allocate grades for internal assessment. It is proposed that the following model of grading be adopted:

- The CIH recommends that grade descriptors be contextualised and incorporated into the design of assessment activities which are set by accredited centres and validated through the accreditation, sampling and moderation process.
- Students will be required to achieve at least a pass grade in **ALL UNITS** in order to be eligible for an award.

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Grading criteria for the Level 4

Students will be awarded an over all **pass**, **merit** and **distinction** grade for the Level 4 Certificate and Diploma in Housing. 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.

Refer/Fail	A refer/fail grade will be given to a candidate who fails to meet the learning outcomes for the unit.
Pass	A Pass grade is achieved by meeting all of the learning outcomes established for each unit.
Merit	A candidate must meet all of the criteria established for a Pass, plus the following: <ul style="list-style-type: none">➤ Employ a variety of methods to collect, analyse and use information➤ Use technical language with accuracy and present work clearly and coherently➤ Utilise, apply and analyse detailed knowledge, supported by relevant techniques and theories
Distinction	A candidate must meet all of the criteria established for a Merit, plus the following: <ul style="list-style-type: none">➤ Check the validity of complex information utilised to meet learning outcomes➤ Demonstrate individual thinking and make use of technical language and concepts with fluency➤ Analyse, evaluate and synthesise relevant techniques and theories and justify valid conclusions

Students who do not achieve a pass grade for each unit will be referred and will have another opportunity to resubmit their assignment.

Students will be awarded an over all pass, merit and distinction grade for the Level 4 Certificate and Diploma in Housing. The overall grade will be aggregated using the following methodology:

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Grade per unit	Points per unit
Distinction	4
Merit	3
Pass	2
Refer	0

Each unit is given a number of points as outlined above. Points for each unit are then aggregated to form an overall number of points for the award, for example, student A has completed the Level 4 Certificate in Housing:

Student A results: Level 4 Certificate in Housing

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Distinction	Merit	Pass	Pass	Pass	Merit
4	3	2	2	2	3
TOTAL POINTS					16

The aggregation of points is linked to grades in the following ways:

Aggregate points range for Level 4 Certificate award	Corresponding overall grade for Level 4 Certificate award
0-11	Fail
12-15	Pass
16-20	Merit
21-24	Distinction

Therefore in the example of student A above, an overall merit grade would be awarded to the student for the Level 4 Certificate in Housing.

A similar principle works for the Diploma although the aggregation of points and their correspondence to an overall grade is different. In the example below, student B has completed the Level 4 Diploma in Housing:

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Student B results: Level 4 Diploma in Housing

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Distinction	Merit	Pass	Pass	Pass	Merit
4	3	2	2	2	3
Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Merit	Pass	Pass	Merit	Merit	Pass
3	2	2	3	3	2
TOTAL POINTS					31

The aggregation of points is linked to grades in the following ways:

Aggregate points range for Level 4 Certificate award	Corresponding overall grade for Level 4 Certificate award
0-23	Fail
24-30	Pass
31-40	Merit
41-48	Distinction

Therefore in the example of student B above, an overall merit grade would be awarded to the student for the Level 4 Diploma in Housing.

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6. External Assessment

External Assessment will play a key role in ensuring consistency of standards. The external assessment will provide an additional assurance mechanism for assessment.

The External Assessment will:

1. Be set and assessed by the CIH
2. Be delivered by the centre to CIH guidelines
3. Provide a measure of national standards
4. Ensure that the students' practical engagement with this vocationally related qualification is assessed by experienced housing practitioners.

The **external assessment** will cover specified learning outcomes from the Core mandatory **Unit 2: Housing Practice**, for the Level 4 Certificate in Housing.

An additional externally assessed item of work must be produced at the Level 4 Diploma stage. This second item of **external assessment** will cover the learning outcomes of core mandatory **Unit 12: Networking to Joint Working**, for the Level 4 Diploma in Housing.

The external assessment briefs which will be used to test learning outcomes for 2006-2007 are as follows:

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Unit 4C2: Housing Practice External Assessment

Learning Outcomes covered by the External Assessment

- 4C2.1 Examine and evaluate different approaches to meeting housing needs
- 4C2.2 Compare and contrast approaches to a range of housing management functions including:
 - rent setting and collection
 - arrears management and monitoring
 - voids control and monitoring
 - estate management
 - tenant participation
- 4C2.3 Assess the impact of a customer focused housing service on customers and providers.
- 4C2.4 Critically examine the role of choice for the allocation of social housing.
- 4C2.5 Describe at least 2 'joined up' approaches to neighbourhood management.
- 4C2.6 Investigate a range of housing and housing related advice services.
- 4C2.7 Explore and relate to good practice.

How the task relates to the Learning Outcomes

The overall theme of the report is customer focus and customer choice (LO3, LO4).

The essential task is to research different ways of doing housing management and identify good practice examples, which the organisation can use (LO1, LO7).

The other learning outcomes will be covered through the context of the four housing management functions that the learner chooses to review. Tutors should direct the learners to address all of the learning outcomes.

The assignment task is provided below as a separate page addressed to the learner that you can give to your learners as appropriate. Additional guidance is provided on the next page, this may support learners completing the assignment task.

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Unit 4C2: Housing Practice

External Assessment

Assignment Task

Your task is to produce a report reviewing the housing management practice of a particular housing organisation.

Your report should discuss how the organisation could improve the quality of its housing management services, and therefore its inspection rating, through greater customer focus and customer choice.

You should do this by evaluating current practice, and researching and examining examples of good practice from other organisations providing similar services.

The report should review a range of areas of housing management, including 4 of the following areas;

- rent setting
- arrears management
- void management
- estate management
- neighbourhood management
- housing with support
- tenant participation, and
- provision of advice and information to customers

You should write the report as if it were for the Board of Management or senior management team in the organisation. You should use correct report-writing format, and conclude with a set of practical recommendations for improvement. You will also need to include correct academic referencing, and a bibliography.

Word limit: 3,000

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Unit 4C2: Housing Practice

External Assessment

Additional Guidance

You may use your employer, landlord for the basis of this assignment, or you could base it on a placement or case-study of another organisation.

'Customer Focus' and 'Choice' are the central themes in the assignment, and are the lens through which you should look at the organisation in question. They are currently significant themes in government policy; you will be expected to show your understanding of this. Critically think about whether customer focus and choice are necessarily the answer to achieving quality?

Your approach may vary, depending on the housing context you are writing about. For example, 'Estate Management', refers to the wider context of housing beyond individual tenants and units. It will take in issues about the physical environment, safety and security, neighbour dispute and anti-social behaviour. If you are writing about sheltered or supported housing, you may want to think about issues in the management of the whole scheme or project, its relationships with its neighbours, and how residents are enabled to participate in the local community.

Don't forget who your audience are. Use a professional report format, which includes an introduction, clearly structured sections, recommendations, and a conclusion.

The word limit for the assignment is challenging. The assessor is looking for your ability to evaluate and recommend improvements. Remember to be selective about the amount of factual information you include. Summarise factual information and use references and a bibliography to indicate where more detail can be found. (For example, if you describe a choice-based letting scheme, you can assume the assessor understands the basic principles; you should summarise the scheme in a couple of sentences and include a reference to a website or publication which explains it in more detail.)

Correct referencing and a bibliography are essential. You should aim to show that you have carried out a wide range of reading / research in producing this report. Clearly evidence that you have examined practice in organisations other than your own (or the organisation that you are basing the report on).

Bear in mind the learning outcomes and the assessment criteria as your work will be assessed against these.

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Unit 4C2: Housing Practice

External Assessment

Assessment Criteria

Refer / Fail
<p>A refer grade will be awarded where candidates do not meet the learning outcomes or criteria for a pass grade. In particular, this is likely where:</p> <ul style="list-style-type: none">➤ There is no evidence of research➤ The learner has not looked beyond their own organisation or context➤ The submission is primarily descriptive, without analysis or evaluation➤ The presentation of current organisational practice is uncritical➤ There are unacknowledged quotations or borrowings from other sources➤ The submission is not in a clear report format
Pass
<p>A Pass grade is achieved by meeting all of the learning outcomes established for each unit and:</p> <ul style="list-style-type: none">➤ Completing all the component parts of the assignment brief➤ Presenting factually correct and relevant information➤ Demonstrating some ability to question and evaluate, the submission will be more than simply descriptive of current practice➤ Using a correct report format, in clear and grammatically correct English➤ Conducting research and showing evidence of this in references and a bibliography, it will be clear that the learner has looked beyond their own organisation for ideas.
Merit
<p>A candidate must meet all of the criteria established for a pass, plus the following:</p> <ul style="list-style-type: none">➤ Use a good range of different sources, with correct academic referencing and bibliography➤ Present work in a professionally convincing report format➤ Demonstrate detailed knowledge of the subject area➤ Show awareness of the external policy context of the organisation
Distinction
<p>A candidate must meet all of the criteria established for a merit, plus the following:</p> <ul style="list-style-type: none">➤ Take a predominantly analytical and evaluative approach to the task, including critical use of sources➤ Show originality and individual thinking in developing the analysis and evaluation➤ Demonstrate a management level perspective on organisational improvement, and make practical recommendations for change.

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Unit 4C8: Networking to Joint Working

External Assessment

Learning Outcomes covered by the External Assessment

- 4C8.1 Examine the policy origins for greater collaboration between groups / organisations / agencies to support communities.
- 4C8.2 Evaluate the spectrum for collaborative working from networking to joint ventures.
- 4C8.3 Explore and evaluate at least two examples of collaborative working in a housing context.
- 4C8.4 Critically examine the role of housing in initiatives led by other agencies such as the police, probation service, health or community groups etc.
- 4C8.5 Evaluate the use of sources of expert advice and guidance for housing management, for example, disability groups, ethnic minority groups and lobbying groups.
- 4C8.6 Explore and relate good practice.

How the task relates to the Learning Outcomes

The task requires a description of an example of collaboration and a comparison to other examples (LO3).

The key to the task is to evaluate the partnership (LO4, LO5). To do this learners will need to research what the government and other bodies (for example, the Housing Corporation, Communities Scotland, Audit Commission, National Housing Federation, SFHA, WFHA and CIH etc) say about the benefits of collaboration (LO1).

The learner will also need to look at more theoretical material about partnership and joint working (LO2), good practice advice from a range of sources, and other examples of partnership working (LO6).

The assignment task is provided below as a separate page addressed to the learner that you can give to your learners as appropriate. Additional guidance is provided on the next page, this may support learners completing the assignment task.

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Unit 4C8: Networking to Joint Working

External Assessment

Assignment Task

Your task is to evaluate an example of a collaborative working involving (one or more) housing and non-housing organisations. You should:

- Describe the collaboration, what it seeks to achieve, the different organisations and bodies involved in it, and their reasons for being involved.
- Evaluate the effectiveness of the partnership, in the light of guidance given by the government and other bodies, theory about partnership and joint working, and other examples of partnership working.
- Make recommendations for development and improvement.

Word limit: 3,000

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Unit 4C8: Networking to Joint Working

External Assessment

Additional Guidance

You may use your employer, landlord for the basis of this assignment, and evaluate a partnership it is involved in or you could base it on a placement or case-study of another organisation. If you choose the latter you will need to ensure you have access to sufficient information to produce a rounded evaluation.

Make sure you explore and evaluate the example sufficiently to meet the learning outcomes (as your work will be assessed against these). Select an example on a broad enough scale to provide you with material for the task. You may find it better to select a collaboration which has some degree of formal agreement between the two organisations. Some examples where collaborative working occurs are:

- Neighbour nuisance or anti-social behaviour (enforcement or prevention).
- Supporting vulnerable tenants and residents.
- Promoting tenant and resident health and well-being.
- Enhancing security and safety.
- Improving workforce effectiveness.
- More efficient procurement, development, repairs or maintenance.
- Education or training opportunities for tenants / residents.
- Community development or capacity building.
- Preventing homelessness, arrears or tenancy problems.
- Neighbourhood management

Do not simply describe what is currently happening, you will be expected to show that you have researched and evaluated the broader issues and that you can be constructively critical.

Don't forget who your audience are. Use a professional report format, which includes an introduction, clearly structured sections, recommendations, and a conclusion.

The word limit for the assignment is challenging. The assessor is looking for your ability to evaluate and recommend improvements. Remember to be selective about the amount of factual information you include. Summarise factual information and use references, bibliography and / or appendices to indicate where more detail can be found. Correct referencing and a bibliography are essential. You should aim to show that you have carried out a wide range of research in producing this report.

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Unit 4C8: Networking to Joint Working

External Assessment

Assessment Criteria

Refer / Fail
<p>A refer grade will be awarded where candidates do not meet the learning outcomes or criteria for a pass grade. In particular, this is likely where:</p> <ul style="list-style-type: none">➤ There is no evidence of research➤ The learner has not looked beyond their own organisation or context➤ The submission is primarily descriptive, without analysis or evaluation➤ The presentation of current organisational practice is uncritical➤ There are unacknowledged quotations or borrowings from other sources➤ The submission is not in a clear report format
Pass
<p>A pass grade is achieved by meeting all of the learning outcomes established for each unit and:</p> <ul style="list-style-type: none">➤ Completing all the component parts of the assignment brief➤ Presenting factually correct and relevant information➤ Demonstrating some ability to question and evaluate, the submission will be more than simply descriptive of current practice➤ Using a correct report format, in clear and grammatically correct English➤ Conducting research and showing evidence of this in references and a bibliography, it will be clear that the learner has looked beyond their own organisation for ideas.
Merit
<p>A candidate must meet all of the criteria established for a pass, plus the following:</p> <ul style="list-style-type: none">➤ Use a good range of different sources, with correct academic referencing and bibliography➤ Present work in a professionally convincing report format➤ Demonstrate detailed knowledge of the subject area➤ Show awareness of the external policy context of the organisation
Distinction
<p>A candidate must meet all of the criteria established for a merit, plus the following:</p> <ul style="list-style-type: none">➤ Take a predominantly analytical and evaluative approach to the task, including critical use of sources➤ Show originality and individual thinking in developing the analysis and evaluation➤ Demonstrate a management level perspective on organisational improvement, and make practical recommendations for change.

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7. Moderation and Quality Review

The CIH will appoint an academic moderator to accredited centres to moderate internal assessment.

Contacting the centre

On appointment, academic moderators contact accredited centres with a standard letter requesting:

1. **Assessment briefs (tasks) to be set by the accredited centre over the course of the programme clearly linked to specified learning outcomes.**
2. **An assessment plan/scheme of work showing how learning outcomes will be delivered and assessed over the course of the programme.**
3. **An assessment time-table indicating when assessments will be set and marked.**
4. **Indication of the mode of delivery (day release/distance learning).**
5. **Indication of the level of learning (e.g. Levels 2, 3, 4).**
6. **A list of all tutors involved in internal assessment.**

Reviewing the assessment strategy

Moderators will check that the centre assessment strategy and individual assessment briefs (tasks) meet specified learning outcomes. If a moderator feels that the assessment strategy and assessment briefs (tasks) of an accredited centre do not meet specified learning outcomes they will contact the accredited centre for confirmation. If there is still lack of clarity, the moderator will notify the CIH Awarding Body.

First report

Moderators complete **REPORT FORM A** and return it to the CIH Awarding Body. The CIH Awarding Body will retain this form and send a copy to the course leader at accredited centres.

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Moderating student work

This stage of the moderation process involves moderating student work. Following the accredited centre assessment submission timetable, moderators will contact the accredited centre at the appropriate submission point asking for samples of student work to mark plus a copy of marks allocated by internal tutors at the accredited centre.

Academic moderators will sample student work on the following basis.

- A list of all tutors involved in the internal assessment of student work will be requested from the accredited centre.
- Samples of student work will be requested from each tutor for each **level they mark** on the following basis: one 'Distinction', one 'Merit', one 'Pass', and one 'Refer' (**per tutor, per level**).
- Where only one tutor is involved in the internal assessment of student work the sampling ration will be higher: two 'Distinctions', two 'Merits', two 'Passes' and two 'Refers' per level.
- Where there are insufficient examples of the range (Distinction to Refer), samples submitted must demonstrate the range of attainment at the centre (this must include at least four assignments per tutor per level or at least eight assignments where there is only one tutor involved in internal assessment per level).
- Sample work does not have to be seen from every student or from every cohort. Internal Verification procedures should address this (see CIH Guide to Internal verification). Internal verification procedures will be checked by the CIH Quality Reviewer when they undertake their centre visits.

Moderation report

During the academic year (September to July) the academic moderator will complete and submit **REPORT FORM B** and return it to the CIH Awarding Body. **This form contains a record of the moderator's comments on the accredited centre's assessment decisions.** The CIH Awarding Body will retain this form and send a copy to the course leader at the accredited centres.

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

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CIH Awarding Body moderating the moderators

The chief moderator will sample at least five assignments per moderator per year and will report findings to CIH and moderator. This will be undertaken by random sampling.

The chief moderator will write a moderation report each year in August / September. This report will cover the activities of all moderators. Where a moderator consistently fails to ensure the quality of CIH programmes, they will be offered the opportunity of additional training or removed from the moderation process.

The CIH will take remedial action if the work of academic moderators is deemed unsatisfactory in terms of equitability, accuracy and consistency or if the conduct of a moderator is deemed unprofessional. This could result in the termination of a moderator's contract with the CIH.

CIH Quality Review Visits

Once an accredited centre notifies the CIH Awarding Body of its intention to run an accredited programme at Level 2, Level 3 or Level 4, an officer from the CIH Awarding Body will make contact with the accredited centre (by telephone, letter or e-mail) to:

- Confirm courses and pathways being offered by an accredited centre
- Confirm the duration of the programme (programmes)
- Negotiate and agree up to 2 dates over the duration of a programme (programmes) when the Awarding Body officer can visit the accredited centre to undertake quality assurance monitoring.

Quality Review Visit 1

The Awarding Body officer will visit the centre and check quality assurance mechanisms at the centre including: Internal verification, student resources, equal opportunities and diversity.

The presence of a member of Awarding Body staff at the accredited centre will provide an opportunity to offer support and guidance to tutors where appropriate.

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Quality Reports for the centre

After the centre visit, the CIH Awarding Body officer must complete a short report on the accredited centre and send a copy to the tutor in charge of the programme or a member of staff responsible for quality assurance systems.

The CIH will undertake a second quality review visit to accredited centres where there are outstanding actions or where the centre has decided to deliver an additional pathway or course in a given academic year.

Where serious concerns arise over the ability of a centre to meet quality assurance requirements, accreditation may be reviewed.

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

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

The **learning aim** for the CIH Level 4 Certificate in Housing is **10030748**.

The **learning aim** for the CIH Level 4 Diploma in Housing is **10030736**.

Accreditation start date:	01/06/2003
Accreditation end date:	31/05/2008
Certification end date:	31/05/2011

Please note a revised certificate and diploma have been developed for introduction from September 2007 and 2008 respectively, contact CIH for further information.

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