

CIH Awarding Body Qualification Specification



CIH Level 4 Certificate in Access to Housing 500/1449/3

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

2. Who is the qualification suitable for?

The qualification is a conversion course aimed at graduate students and senior housing staff (with no degree, but extensive housing experience). It is a first step for those who wish to study for a professional qualification. Learners must therefore be aged 19+ to be able to register on the qualification. The qualification provides a route to the CIH Professional Diploma.

Entry requirements

The following people are eligible to apply for this qualification:

- A. The holders of degrees in a non-cognate discipline

OR

- B. Applicants with a minimum of two years managerial experience working in housing.

OR

- C. Applicants who have a HNC/D in a related subject:
 - Business and Finance
 - Business Studies
 - Building Studies
 - Land Administration (Estate Management)
 - Land Administration (Housing)
 - Land Administration (Planning)
 - Land Administration (Valuation and Property Management)
 - Surveying
 - Public Administration

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HND in:

Building Studies (Architecture)

Building Studies (Quantity Surveying)

Land Administration (Geographical Techniques)

Institute of Chartered Secretaries and Administrators Diploma in Management Studies

OR

- D. Applicants who hold a HNC/D in any other subject may meet the entry requirements if they also have experience of working in Housing.

3. The qualification level

The qualification is set at Level 4 of the National Qualifications Framework (NQF).

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

4. The qualification structure

There are six units for the CIH Level 4 Certificate in Access to Housing. They are all of equal weighting at 10 CATs each. The learner must pass all units in order to be awarded the qualification.

CIH Unit Code	Unit Title	Accreditation Number	CATS Value	Core or Optional
5C1	Understanding Housing Clients	L/500/2840	10	Core
5C2	Housing Management	R/500/2841	10	Core
5C3	Public Policy and Politics for Housing	Y/500/2842	10	Core
5C4	Housing Economics and Finance	D/500/2843	10	Core
5C5	Information Management and Communication for Housing	H/500/2844	10	Core
5C6	Housing Development	K/500/2845	10	Core

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5. Units for the CIH Level 4 Certificate in Access to Housing

Title	Understanding Housing Clients		
Level	4		
Unit 5C1	L/500/2840	Core	10 CATs
Unit aims This unit introduces learners to the social factors affecting the demand for housing in the UK. It looks at issues relating to equality of opportunity and social problems in relation to housing and the role of government and non-government organisations in the provision of housing services.			
Learning outcomes The learner will: <ul style="list-style-type: none"> 5C1.1 Understand the social patterns that affect the demand for housing in the UK including demographic trends, household formation, family patterns and regional variations. 5C1.2 Understand the cultural diversity within the UK and the implications for the provision of housing services. 5C1.3 Understand the nature of race, religious and gender inequalities in the UK, with respect to the importance of equal opportunities policies within housing organisations. 5C1.4 Understand the nature of poverty in the UK and its impact upon the delivery of housing services. 5C1.5 Understand social problems (for example, domestic violence, homelessness, substance and alcohol misuse and neighbour nuisance) and their impact upon the delivery of the housing service in the UK. 5C1.6 Understand the role of government and non-government organisations (for example, police, health, social services and education) in the provision of services to tenants and communities. 			
Links to asset skills, Housing, National Occupational Standards Level 4		H4 01 Ensure compliance with legal, regulatory, ethical and social requirements H4 02 Develop productive working relationships with colleagues and stakeholders	
Mode of Assessment		Externally set by CIH	
Guided learning hours		30	

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Title	Housing Management		
Level	4		
Unit 5C2	R/500/2841	Core	10 CATs
Unit aims This unit introduces learners to key housing management functions, including methods for assessing housing need and approaches to lettings and performance.			
Learning outcomes The learner will: 5C2.1 Understand processes for prioritising housing need. 5C2.2 Understand homelessness strategies. 5C2.3 Understand procedures for rent collection and arrears management. 5C2.4 Understand void control strategies. 5C2.5 Understand strategies relating to crime prevention, dealing with neighbour nuisance and anti social behaviour.			
Links to asset skills, Housing, National Occupational Standards Level 4	H4 08 Manage disputes and breaches of agreements H4 10 Reduce the number and impact of empty properties H4 11 Manage and develop housing rent services H4 12 Contribute to housing reviews, strategies and plans		
Mode of Assessment	Externally set by CIH.		
Guided learning hours	30		

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Title	Public Policy and Politics for Housing		
Level	4		
Unit 5C3	Y/500/2842	Core	10 CATs
Unit aims This unit explores the historical, geographical, social, political and economic factors which have influenced the provision of housing in the UK. It looks at the structure of government and the legislative process.			
Learning outcomes The learner will: <ul style="list-style-type: none"> 5C3.1 Understand the major types of housing provider in the UK and how they are regulated. 5C3.2 Understand the historical development of housing in the UK. 5C3.3 Understand the structure and workings of government at both national and regional levels. 5C3.4 Understand the relationship between the policy framework and the formulation of housing legislation. 5C3.5 Understand the relationship between central and local government in the formulation and implementation of housing policy. 5C3.6 Understand the role of politicians, community groups and other pressure groups in the formulation and implementation of housing policy and the provision of housing services. 5C3.7 Understand the social exclusion / inclusion agenda and the potential for housing organisations to work in partnership with other agencies to contribute to the regeneration of communities in the UK. 			
Links to asset skills, Housing, National Occupational Standards Level 4		H4 14 Implement and manage feedback processes with customers and stakeholders H4 15 Set up and manage partnership working arrangements	
Mode of Assessment		Centre devised	
Guided learning hours		30	

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Title	Housing Economics and Finance		
Level	4		
Unit 5C4	D/500/2843	Core	10 CATs
Unit aims This unit introduces learners to the economics of housing, the structure of housing finance in the UK and the financial structures governing the operation of housing organisations.			
Learning outcomes The learner will: 5C4.1 Understand microeconomic and macroeconomic theory. 5C4.2 Understand economic trends in the UK and their impact on housing policy and the provision of housing services. 5C4.3 Understand the economic management of the UK, including public spending and taxation and its relationship to the formulation of housing policy. 5C4.4 Understand local authority housing finance. 5C4.5 Understand the financial regime governing Registered Social Landlords (RSLs). 5C4.6 Understand the financial arrangements for other housing providers.			
Links to asset skills, Housing, National Occupational Standards Level 4		H4 06 Identify and bid for funding and projects	
Mode of Assessment		Centre devised	
Guided learning hours		30	

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Title	Information Management and Communication for Housing		
Level	4		
Unit 5C5	H/500/2844	Core	10 CATs
Unit aims This unit aims to develop the skills of learners to gather, interpret and disseminate information, verbal and written communication skills and personal skills.			
Learning outcomes The learner will: <ul style="list-style-type: none"> 5C5.1 Access relevant sources of information. 5C5.2 Synthesise and record key points from source materials. 5C5.3 Write in plain language. 5C5.4 Organise information and ideas to meet the requirements of a range of written communication techniques, including report writing, letters, memos, briefing papers and academic essays. 5C5.5 Deliver oral presentations to a group of people. 5C5.6 Manage meetings and make effective contributions to meetings. 5C5.7 Understand the importance of communication in modern organisations, the causes of poor communication and possible solutions. 5C5.8 Manage themselves through an understanding and application of techniques to improve time management, dealing with stress and the completion of tasks. 5C5.9 Use word-processing software to present written work. 5C5.10 Analyse data and interpret the findings of housing research studies. 			
Links to asset skills, Housing, National Occupational Standards Level 4, March 2008	H4 02 Develop productive working relationships with colleagues and stakeholders H4 12 Contribute to housing reviews, strategies and plans		
Mode of Assessment	Centre devised		
Guided learning hours	30		

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Title	Housing Development		
Level	4		
Unit 5C6	K/500/2845	Core	10 CATs
Unit aims This unit explores the process of identifying demand and planning for development, the design and production process for housing and housing improvement and renewal.			
Learning outcomes The learner will: 5C6.1 Understand the factors influencing the planning for the development of housing. 5C6.2 Understand the different roles of the various agencies involved in the development process. 5C6.3 Understand the ways in which consumers can influence the design and development of housing. 5C6.4 Understand the nature and types of building construction. 5C6.5 Understand the issues affecting the improvement and renewal of housing.			
Links to asset skills, Housing, National Occupational Standards Level 4, March 2008	H4 07 Manage projects and contractors H4 12 Contribute to housing reviews, strategies and plans H4 14 Implement and manage feedback processes with customers and stakeholders		
Mode of Assessment	Centre devised		
Guided learning hours	30		

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6. Delivery of the Units

The units for the CIH Level 4 Certificate in Access to Housing provide opportunities for learners to develop an understanding of wider issues, and generate evidence for their key skills portfolios and enhance their general higher level skills and abilities. These opportunities are identified below. This information is provided as a guide only as the opportunities available will depend on centre-specific factors such as, learning context, teaching strategies and resources.

Wider Understanding

Spiritual, moral, ethical, social, legislative, economic and cultural issues.

The study of housing has always focussed closely on the coverage of a wide range of broader social and ethical issues. The unit *Understanding Housing Clients* has a strong focus on wider issues. The other core units all touch on elements of the above, in particular legislation.

Sustainable development, health and safety considerations, and European developments, consistent with international agreements.

The units *Housing Economics and Finance* and *Housing Development* have a strong focus on sustainable development and European developments.

Key Skills

Application of Number Level 4

The unit *Understanding Housing Clients* looks at demographic trends and the unit *Housing Management* looks at rent collection and arrears management, so offer opportunities in this area. The units *Housing Economics and Finance* and *Information Management and Communication* generally provide opportunities to demonstrate this key skill.

Communication Level 4

All of the core units offer opportunities to demonstrate this key skill.

Information and communication technology Level 4

All of the core units offer opportunities to demonstrate this key skill.

Improving own learning and performance Level 4

All of the core units offer opportunities to demonstrate this key skill.

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Problem solving Level 4

As the qualification is a graduate conversion course, it is predominantly knowledge based so offers fewer opportunities to demonstrate this key skill. Unit *Public Policy and Politics for Housing* offers some opportunity, but this will depend on the learners' employment situation.

Working with others Level 4

Opportunities to demonstrate this key skill will be pre-dominantly through the delivery of the qualification and the learners' employment situation as opposed to related to specific units of learning.

NICATS Level 4 Descriptors

Intellectual skills and attributes

- Develop a rigorous approach to the acquisition of a broad knowledge base.
- Employ a range of specialised skills.
- Determine solutions to a variety of unpredictable problems.
- Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.
- Evaluate information, using it to plan and develop investigative strategies.

Processes

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

Accountability

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

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7. Assessment of the CIH Level 4 Certificate in Access to Housing

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

CIH devise the assignment for the Understanding Housing Clients and Housing Management units. This is to provide an element of national consistency in the comparison of standards. Centres must use this assignment to assess the units.

Internally Set Assessment

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

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

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

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

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

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

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The overall assessment strategy should allow learners to demonstrate:

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

Grading Internal Assessment

Centres must allocate grades to formal assessment for each unit, using the generic grading descriptors supplied below. Centres must contextualise the generic grade descriptors into their assessment strategy.

Refer/Fail	A refer/fail grade will be given to a learner 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	<p>A learner must meet all of the criteria established for a Pass, plus the following:</p> <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	<p>A learner must meet all of the criteria established for a Merit, plus the following:</p> <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

Externally Set Assessment

Externally set assessment is that devised by the CIH. The CIH devised assignment assesses the Understanding Housing Clients and Housing Management units (see pages 5-9). Centres must use the assessment task provided for this unit. If a centre has a specific requirement to develop their own alternative assessment (for example, to meet the needs of a learner with specific needs) they must use the reasonable adjustment and special considerations policy and contact the CIH for permission. Centres are responsible for supporting learners in the production of their work.

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The externally set assessment is:

- Set by the CIH.
- Delivered by the centre to CIH guidelines.
- There to assess the learning outcomes of the Understanding Housing Clients and Housing Management units.
- Designed to provide a measure of national standards.
- Designed to ensure learners practical engagement with this vocationally related qualification.
- And externally moderated (20% sample) by CIH appointed moderators.

The learning outcomes of the units are as follows;

- 5C1.1 Understand the social patterns that affect the demand for housing in the UK including demographic trends, household formation, family patterns and regional variations.
- 5C1.2 Understand the cultural diversity within the UK and the implications for the provision of housing services.
- 5C1.3 Understand the nature of race, religious and gender inequalities in the UK, with respect to the importance of equal opportunities policies within housing organisations.
- 5C1.4 Understand the nature of poverty in the UK and its impact upon the delivery of housing services.
- 5C1.5 Understand social problems (for example, domestic violence, homelessness, substance and alcohol misuse and neighbour nuisance) and their impact upon the delivery of housing service in the UK.
- 5C1.6 Understand the role of government and non-government organisations (for example, police, health, social services and education) in the provision of services to tenants and communities.
- 5C2.1 Understand processes for prioritising housing need.
- 5C2.2 Understand homelessness strategies.
- 5C2.3 Understand procedures for rent collection and arrears management.
- 5C2.4 Understand void control strategies.
- 5C2.5 Understand strategies relating to crime prevention, dealing with neighbour nuisance and anti social behaviour.

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How the task relates to the Learning Outcomes:

5C1.1 Understand the social patterns that affect the demand for housing in the UK, including demographic trends, household formation, family patterns and regional variations.	<i>This is not directly assessed, but Centres should cover it as background to this Unit.</i>
5C1.2 Understand the cultural diversity within the UK and the implications for the provision of housing services.	The assignment asks learners to consider the needs of a group which reflects the 'diversity' of the UK.
5C1.3 Understand the nature of race, religious and gender inequalities in the UK, with respect to the importance of equal opportunities policies within housing organisations.	This assignment is focused on the needs of one particular group which experiences inequality, and how far their needs are met by housing organisations in the local area.
5C1.4 Understand the nature of poverty in the UK and its impact upon the delivery of housing services.	Learners should consider how far the group they are researching is effected by poverty.
5C1.5 Understand social problems (for example, domestic violence, homelessness, substance and alcohol misuse and neighbour nuisance) and their impact upon the delivery of the housing service in the UK.	The group which the learner chooses to research should be, to some extent, a focus for 'social problems', and the report will consider how housing services do, and should, respond to these.
5C1.6 Understand the role of government and non-government organisations (for example, police, health, social services and education) in the provision of services to tenants and communities.	<i>This is not directly assessed, but Centres should cover it as background to this Unit.</i>
5C2.1 Understand processes for prioritising housing need.	Learners should identify the housing needs of the group they are considering, and how these relate to local identification and prioritisation of housing need.
5C2.2 Understand homelessness strategies.	Learners should show that they have researched local homelessness strategies.
5C2.3 Understand procedures for rent collection and arrears management.	<i>This is not directly assessed, but Centres should cover it in their teaching. Housing costs, and debt may feature in the discussion of the needs of the group.</i>
5C2.4 Understand void control strategies.	<i>This is not directly assessed, but Centres should cover it in their teaching.</i>
5C2.5 Understand strategies relating to crime prevention, dealing with neighbour nuisance and anti social behaviour.	Learners should identify the legal rights and entitlements of their chosen group, and what protection they have in their homes. They may consider the extent of neighbour disputes and ASB relating to this group.

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Assessment task

Aim of the assignment

The aim of this assignment is to research the needs of a group of people who experience social inequality in relation to housing, and relate this to provision in your local area.

Part 1 – Research – Selecting your research group

For this assignment, you will need to research the needs of a particular group of people that might experience discrimination, prejudice and/or stereotyping. You may wish to start by selecting the particular group of people that you wish to concentrate your research on. Examples are:

- Women and families escaping domestic violence
- Sex offenders / Schedule 1 offenders
- A particular racial or ethnic minority – not 'BME', as this is too broad (e.g. Somalis, Chinese, Irish Travellers, people of Pakistani and Bangladeshi origin, etc.)
- People with a particular physical disability (e.g. Deaf, visually impaired, wheelchair users etc.)
- People with learning difficulties
- 16-17 year olds
- Rough sleepers
- People with drug or alcohol issues
- People with mental health needs
- Gay, lesbian, bisexual or transgender people
- Ex-offenders
- New migrants (e.g. Polish)
- Refugees

Guidance note:

There are other groups you could consider, but you should make sure it will enable you to address the Learning Outcomes for this assignment. Discuss this with your tutor; if they are in doubt about the appropriateness of the group you want to consider, they should refer to CIH.

Narrow and deep is better than broad and shallow. It is better to focus on a specific group – e.g. older people of Chinese origin, Asian Muslim women – as this focus is more likely to enable you to meet the Learning Outcomes for this task.

Part 2 – Research – What will you need to consider

You should research the needs of this group, with particular reference to their housing needs, and relate this to your local area. In researching the group, you will need to consider:

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The social and housing needs of the group, including:

- The extent and nature of the discrimination, prejudice, and/or stereotyping which they face,
- How far the group is affected by poverty? What sort of poverty?
- What is the evidence about this group's access to housing? Do they suffer inequality in housing?
- To what extent does the group experience homelessness? What forms does it take?
- All these areas need to be underpinned by research from a range of sources.

The experience of this group in your local area:

- To what extent is this group represented in your local area? What needs do they have (in relation to your general discussion above)?
- What services are available for them in your local area?
- How far are their housing needs dealt with by local housing and homelessness strategies within your local area?
- What degree of access to housing does this group get in your local area? How effectively are their needs met in housing allocations?
- What protection does this group have in their own homes? How far to local landlords guarantee this?
- You should make reference to local research, strategies, policies and procedures.

Guidance note:

It will not be enough simply to describe housing provision for this group in the local area, or particular examples of good practice. For a Level 4 qualification, you will be expected to show that you have carried out extensive research to deepen your understanding. You must show that you can relate national to local material, relate research to service delivery, and relate theory to practice.

This task offers opportunities for reading and research, and you should demonstrate this in your report, with correct Harvard style referencing and a bibliography. Failure to show evidence of research is a major cause of Level 4 submissions being referred. For the general needs of this group, you should look at academic sources (books, on-line journals etc.), policy 'Thinktanks' (e.g. Joseph Rowntree Foundation), campaigning and advocacy bodies for the group in question, Government sources (research, discussion and policy papers), CIH and others.

You should research local housing and homelessness (and related) strategies, and show that you understand how priorities and provision are decided at the local level. You may find relevant material from Local Authorities, RSLs, Regional Development Agencies, Government Offices for the Regions, the Regional Housing Strategy, Supporting People strategies, other service providers (e.g. in health, policing, education etc.), regeneration agencies, councils for voluntary service and organisations working with the group you are looking at.

The range and originality of your research will be a key factor in achieving a higher grade for this assignment.

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Part 3 – Research – Conclusions

You should produce an assessment based on your research

- How effectively are the needs of this group met locally? Does anything more need to be done? This will form the Conclusion and Recommendations of your Report.

Presentation

This task should be presented as a report, but with Harvard style referencing and a bibliography.

Word limit: 3000 words

Guidance note:

Appendices should only be included where they are necessary for the reader to understand your argument, and where they contain material that is not readily accessible elsewhere. In many cases, a reference and bibliographical entry (e.g. to a book or website) will allow the reader to check your source, in which case an Appendix is not necessary.

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Grading criteria for externally set assessment

To achieve a Pass, the learner must:	To achieve a Merit, the learner must have met all the Pass criteria, and also:	To achieve a Distinction, the learner must have met all the Pass & Merit criteria, and also:	The submission is likely to be Referred if:
<input type="checkbox"/> Complete all parts of the assignment brief and address all of the Learning Outcomes covered in the assignment <input type="checkbox"/> Present a variety of factually correct and relevant information <input type="checkbox"/> Show awareness of the consequences of discrimination, prejudice and stereotyping, and strategies for responding to them	<input type="checkbox"/> Demonstrate detailed knowledge of the subject area <input type="checkbox"/> Demonstrate understanding of the Government policy context of housing <input type="checkbox"/> Employ core concepts, especially 'discrimination', 'prejudice' and 'stereotyping'	<input type="checkbox"/> Demonstrate an appreciation of how housing strategy is made and implemented, nationally and locally <input type="checkbox"/> Make fluent use of concepts, and show ability to relate theory to practice	<input type="checkbox"/> The assignment task is partially addressed <input type="checkbox"/> There are significant factual inaccuracies <input type="checkbox"/> There is lack of understanding of discrimination, prejudice and/or stereotyping
<input type="checkbox"/> Demonstrate ability to assess and evaluate: the submission will be more than simply descriptive	<input type="checkbox"/> Give balanced assessments, exploring different perspectives <input type="checkbox"/> Identify areas for improvement, and justify recommendations	<input type="checkbox"/> Take a predominantly analytical and evaluative approach to the task <input type="checkbox"/> Make significant and detailed recommendations for improvement	<input type="checkbox"/> The submission is purely descriptive, without analysis or evaluation <input type="checkbox"/> The presentation of current practice is uncritical – it is simply 'show-cased', without reflection
<input type="checkbox"/> Conduct research and show evidence of this in references and a bibliography	<input type="checkbox"/> Use a wide range of sources, with generally correct Harvard-style academic referencing and bibliography	<input type="checkbox"/> Make original and critical use of sources <input type="checkbox"/> Adopt a correct Harvard style throughout	<input type="checkbox"/> There is no evidence of research <input type="checkbox"/> There are unacknowledged quotations or borrowings from other sources
<input type="checkbox"/> Use an appropriate Report format. <input type="checkbox"/> Use clear and grammatically correct English	<input type="checkbox"/> Present work in a professional Report format, including structure, written English and word-processing		<input type="checkbox"/> The Report format, presentation and/or quality of written English are below that which would be acceptable in the workplace

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Refer and resubmission rules

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

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

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

1. A learner keeps the credits for the units already passed.
2. The learner must re-take the unit.
3. An entirely new piece of work must be submitted by the learner.
4. Any further attempts to complete the qualification must take place by the certification end date of the qualification (31/08/2013).

Security, support and authentication of learner work

Centres must ensure that the assignment is the learners' own work. Tutors should not provide excessive assistance to learners with work that is to be assessed. Learners should not be allowed excessive re-drafts of their work before it is assessed. It is recommended that a maximum of two re-drafts are allowed. All assignments must be kept securely whilst at the Centre.

Reasonable adjustments and special considerations

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

Application for special consideration must be submitted in writing to The Head of Education at CIH, as per the *CIH Teaching and assessment guidelines relating to learners who have a disability or particular learning and assessment needs & Special Considerations*.

Appeals

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

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8. Award of the qualification

There are no grades for the overall qualification, learners can either pass or fail. Learners must achieve a pass grade for all of the units and the externally set assignment in order to achieve a pass grade for the overall qualification.

Certification

In order for certification to take place:

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

9. Quality assurance

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

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

Contacting the centre

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

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

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Academic moderators will check that;

1. Centres are adhering to assessment requirements.
2. The assessment strategy and individual assessment tasks of an accredited centre meet specified learning outcomes.
3. 60% of learning outcomes for each unit have been formally assessed through the centre's assessment strategy.

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

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

Moderating learner work

Moderators will contact the accredited centre, at an appropriate submission point, asking for samples of learner work and a copy of marks allocated by tutors. Academic moderators will sample learner work on the following basis:

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

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

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

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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 this qualification is **500/1449/3**.

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