

# **Level 4 Diploma in Green Deal Non-Domestic Advice (6066-04)**

September 2017 Version 3.3



## Qualification at a glance

<b>Subject area</b>	Green Deal Advisor
<b>City &amp; Guilds number</b>	6066-04
<b>Age group approved</b>	16-18, 19+
<b>Assessment</b>	Assignment Evolve test Portfolio of evidence
<b>Support materials</b>	Centre handbook Assessment pack Candidate logbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 Diploma in Green Deal Non-Domestic Advice (Green Deal Advisor)	260	570	6066-04	600/4885/2

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.2 July 2013	Amended age range to 18+	Qualification at a glance and Age restrictions under Section 2
3.0 August 2013	Amendment to 6066-14 Top-up route information	Structure
3.2 February 2014	Amendment to approved age groups on page 2 and revised paragraph under 'Age restrictions' on page 9.	Qualification at a glance Centre requirements
3.3 September 2017	Added TQT details  Deleted QCF	Qualification at a glance & Structure  Throughout



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# 1 Introduction

The Green Deal is a UK Government initiative to address the energy efficiency of UK building stock. It was introduced in January 2013 and will cover Domestic and Non-Domestic properties, both of which require qualified Green Deal Advisors capable of producing Energy Performance Certificates (EPC, domestic) or Display Energy Certificates (DEC, non-domestic), creating a Green Deal Assessment Report using approved software, and providing advice to the customer based on this assessment.

At a local level, the Green Deal will enable many households and businesses to improve the energy efficiency of their properties so less energy is consumed and less money is wasted. The key focus of the new energy company obligation – or “ECO” will be on those householders who cannot achieve significant energy savings without an additional or different measure of support. For example, this includes vulnerable and low-income households and those living in harder to treat properties, such as solid walled properties. A quarter of the UK’s carbon emissions comes from the energy used in homes and a similar amount comes from our businesses, industry and workplaces.

At a national level, the UK needs to become more energy efficient to reduce its greenhouse gas emissions, which risk dangerous climate change. The Climate Change Act 2008 legislated for a reduction in our carbon emissions and set legally-binding carbon budgets across all sectors of the UK economy — including our homes and communities, and our workplaces.

This handbook relates to the **Green Deal Non-Domestic Advisor**, and tells you what you need to do to deliver the qualification. Centres are advised to visit the City & Guilds website regularly to look for updates.

<b>Area</b>	<b>Description</b>
Who is the qualification for?	Candidates wishing to become a Green Deal Non-Domestic Advisor. It is relevant to both new entrants and existing Non-Domestic Energy Assessors.
What does the qualification cover?	The qualification enables the learner to become a Green Deal Non-Domestic Advisor and includes the abilities and knowledge to undertake energy inspections, create and lodge EPCs, understand non-domestic energy assessment and Green Deal policy, conduct a Green Deal Occupational Assessment, and provide feedback to customers based on the Green Deal Advice Report.

## Structure

To achieve the Level 4 Diploma in Green Deal Non-Domestic Advice, learners must achieve 57 credits from the mandatory units. Credits can be achieved from unit 433; however, credits achieved will not contribute to the overall achievement of the qualification.

<b>Green Deal Advisor (Level 4 Green Deal Non-Domestic Advisor)</b>			
<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
T/503/8179	320/520	Provide information to customers on the principles, financing and operation of the Green Deal	4
H/503/8162	331	Conduct energy assessments in a safe, effective and professional manner	6
J/503/8168	335	Prepare for energy assessments of non-dwellings to fulfill regulatory requirements for asset ratings	6
L/503/8169	336	Undertake energy assessments of existing level 3 non-dwellings using the Simplified Building Energy Model SBEM	11
K/504/0964	411/611	Carry out non-domestic energy inspections to determine an operational profile and give advice	10
R/503/8190	412	Prepare and issue non-domestic Green Deal Advice Reports	9
Y/503/8191	413	Explain the Green Deal Advice Report to the non-domestic customer	4
L/503/8172	434	Report on the energy assessment of new and existing non-dwellings using Simplified Building Energy Model SBEM	7

**Elective**

F/503/8170	433	Undertake energy assessments of existing Level 4 non-dwellings using the Simplified Building Energy Model SBEM	13
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**6066-14 Top-up route**

For those learners who have achieved the four non-domestic energy assessment units through City & Guilds 6361-02 qualification or another Awarding Organisations please register on the 6066-14 top up route.

For learners registering who have taken 6361-02 (new) units, units (6066-331, 335, 336, 434) must be claimed for. In addition learners must achieve units (411 and 611), 412, (320 and 520), 413. Additional credits from unit 433 can be achieved however, these credits will not count towards the overall credit total.

For learners registering, who have taken 6361-02 with another awarding organisation, proxy units (801, 810, 811 and 904) must be claimed for. In addition learners must achieve units (411 and 611), 412, (320 and 520), 413. Additional credits from unit 433 can be achieved however, these credits will not count towards the overall credit total.

**Total Qualification Time**

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 4 Diploma in Green Deal Non-Domestic Advice (Green Deal Advisor)	260	570



## 2 Centre requirements

### Approval

To offer this qualification, new centres will need to gain both centre and qualification approval. City & Guilds centres not currently offering qualifications in Energy Assessment will be required to gain qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme. Centre staff should be familiar with the aims and intents of the Government's Green Deal programme, including the requirement to ensure that training for Green Deal Advisors (GDA) is of a high standard, due to the variety of tasks the GDA is expected to undertake.

### Resource requirements

#### Physical resources

Learners will need to be trained to use appropriate recognised DSM/SBEM and Green Deal Occupancy Assessment software. Centres will be required to provide access to this software, and may need to enter into agreement with an Accrediting Body or Green Deal Provider in order to ensure the learner has access to approved software.

<http://www.gdtool.bre.co.uk/>

Centres will also be required to provide a suitable area for learners to undertake Evolve online multiple choice tests under invigilated examination conditions.

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to at least the same level as the training being delivered.
- have recent relevant experience in the specific area they will be training.
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.



## **Assessors and internal Quality Assurer**

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification.

Assessors must:

- hold the Level 4 Certificate in Non-Domestic Energy Assessment, or an equivalent qualification, or APEL option as recognised by relevant industry Accrediting Body.
- be able to demonstrate Continuing Professional Development in the area of Energy Assessment and Green Deal Advice and Assessment for commercial and other non-domestic buildings.

IQAs should be able to demonstrate occupational competence.

Assessors and internal verifiers / internal quality assurers should adhere to the guidelines set out in the current Asset Skills Assessment Principles.

## **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

Although open to 16-18 year olds, it is recommended that learners be interviewed to check they have the necessary underpinning knowledge before starting the qualification.



## Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of recording forms specifically for this qualification. They are available from the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.



### 3 Assessment

#### Assessment of the qualification

<b>Green Deal Advisor (Level 4 Diploma in Green Deal Non-Domestic Advice)</b>			
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
320/520	Provide information to customers on the principles, financing and operation of the Green Deal (Level 3) (4)	Assignment/ Evolve test	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden (320)  City & Guilds Evolve system (520)
331	Conduct energy assessments in a safe, effective and professional manner (Level 3) (6)	Portfolio	The logbook for this unit is available to download from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>  Please navigate to the 6361 general webpage where this logbook can be found under centre documents
335	Prepare for energy assessments of non-dwellings to fulfill regulatory requirements for Asset Ratings (Level 3) (6)	Assignment	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden

336	Undertake energy assessments of existing Level 3 non-dwellings using the Simplified Building Energy Model SBEM (Level 3) (11)	Assignment	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden
433	Undertake energy assessments of existing Level 4 non-dwellings using the Simplified Building Energy Model SBEM (Level 4) (13)	Assignment	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden
411/611	Carry out non-domestic energy inspections to determine an Operational Profile and give advice (Level 4) (10)	Assignment/ Evolve test	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden (411)  City & Guilds Evolve system (611)
412	Prepare and issue Non-domestic Green Deal Advice Reports (Level 4) (9)	Assignment	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden
413	Explain the Green Deal Advice Report to the Non-domestic customer (Level 4) (4)	Assignment	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden

434	Report on the energy assessment of new and existing non-dwellings using Simplified Building Energy Model SBEM (Level 4) (7)	Assignment	This assignment is available from the City & Guilds website <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> Passwords will be available on the Walled Garden
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### **Time constraints**

The following must be applied to the assessment of this qualification:

- For 320 candidates will have 15 minutes preparation time for both role plays.
- For 520 and 611 candidates will have 1 hour to complete 40 questions in the E-volve test
- For 412 candidates will have to complete a 1 hour, closed book task with short questions which forms part of the assignment.

## Test specifications

The way the knowledge is covered by the 520 test is laid out in the table below:

**Duration:** 1 hour

Unit	Outcome	Number of questions	%
520	1 Understand the components of the Green Deal	21	60
520	2 Understand how to provide high quality, independent and impartial advice to customers	14	40
<b>Total</b>		35	100

The way the knowledge is covered by the 611 test is laid out in the table below:

**Duration:** 1 hour

Unit	Outcome	Number of questions	%
611	1 Understand the process of conducting an operational profile	17	43
611	2 Understand the factors and measures for reducing energy consumption in non-domestic buildings	18	45
611	3 Understand the written records required for inspection findings	5	12
<b>Total</b>		40	100

## Other useful information

### For 411 (paired with 611)

- Outcomes 4, 5 and 6 are covered.
- Candidates must undertake 3 energy inspections of commercial buildings, in accordance with our property matrix provided.
- A data collection sheet will be provided for this purpose, a pre-inspection questionnaire which should be sent to customers before the visit, a questionnaire which the candidate uses whilst on site and a post inspection review sheet, for candidates to fill out after the visit.
- Candidates also need to write a method statement, describing storage of records.
- Candidates must also write a report.
- In addition to all of the above, candidates should submit supporting site notes, photos etc into their portfolio. Exactly what to submit will be specified.

### **For 611 (paired with 411)**

Outcomes 1, 2 and 3 are covered.

### **For 412**

- This is an assignment for candidates to demonstrate how to prepare and issue non-dom GD Advice Reports.

#### **Candidates must:**

- Produce three GDARs, based on data collected from 6066-411.
- Update three EPCs, following the production of the GDARs, to show the recommendations put into the GDARs.
- Produce a story board which covers various aspects of the process of preparing and issuing the reports.
- The candidate should submit supporting documentation, such as site notes, along with their GDARs.

### **For 320 and 413**

- This is a role play.
- Candidates will be supplied with a non-dom GDAR, Recommendations Report and supporting site documentation, such as site notes and data, in order for them to get an understanding of the building for which the sample GDAR has been produced. They have 24 hours to prepare for both 320 and 413 role plays.
- The **estimated** time for completion of the role plays is between 20 and 60 minutes.

### **For 520**

Outcomes 1 and 2 are covered.



## 4 Units

### Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- GLH
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance (where appropriate).



## Unit 320/520 Provide information to customers on the principles, financing and operation of the Green Deal

<b>UAN:</b>	T/503/8179
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<b>Aim:</b>	The aim of this unit is to demonstrate a general understanding of the overall purpose of the Green Deal, (or equivalent programme) and how it operates including the customer journey, energy assessment, eligible measures and how they are identified, how Green Deal (or equivalent programme) is funded and paid for and sources of information for support.

<b>Learning outcome</b>
The learner will: 1. understand the components of the Green Deal.
<b>Assessment criteria</b>
The learner can: 1.1 describe the role of Green Deal in improving energy efficiency and reducing energy consumption 1.2 identify sources of information about Green Deal and how they are accessed by customers 1.3 identify who is eligible for the Green Deal and the restrictions that apply 1.4 identify the different types of tenure which affect the status of individuals 1.5 identify the different processes to be undertaken relevant to different types of tenure

1.6	identify the main roles and responsibilities of: <ul style="list-style-type: none"> <li>• the Green Deal Adviser</li> <li>• the Green Deal Provider</li> <li>• the Green Deal Installer</li> </ul>
1.7	explain the function of the Energy Performance Certificate and how it contributes to the Green Deal process
1.8	identify the eligible measures which can be funded under Green Deal
1.9	explain how the Green Deal is financed and repaid
1.10	explain the Golden Rule and its role in establishing the financial offer in Green Deal
1.11	explain how customers can access information about Green Deal Installers and Providers.

<b>Learning outcome</b>	
The learner will:	
2.	understand how to provide high quality, independent and impartial advice to customers.
<b>Assessment criteria</b>	
The learner can:	
2.1	explain the components of the Green Deal Code of Practice including its impact on the service delivered to customers
2.2	explain the ways of providing impartial advice and recommendations within Green Deal
2.3	explain the legal safeguards available to customers in relation to mis-selling, credit agreements and redress for complaints
2.4	explain the support available to eligible customers through the Energy Company Obligation subsidy and heating and other fuel benefits
2.5	explain the permissions, consents and disclosure requirements operating in relation to Green Deal
2.6	explain the specific protections and support available for vulnerable groups and customers under Green Deal
2.7	explain the ways in which Green Deal can operate for rural customers, those who are off the gas grid and for traditional properties
2.8	identify energy efficiency measures, support and finance mechanisms outside the Green Deal
2.9	explain how customers can access information about energy efficiency measures, support and finance mechanisms outside the Green Deal.

<b>Learning outcome</b>
The learner will: 3. be able to provide customers with information on Green Deal to meet their needs.
<b>Assessment criteria</b>
The learner can: 3.1 explain to customers the purpose of Green Deal and its role in promoting energy efficiency 3.2 identify for customers where further information and support about Green Deal can be accessed by customers 3.3 explain to customers the role of the Green Deal Adviser and how they provide impartial advice and recommendations to customers 3.4 inform the customer of their rights and protections under law in relation to Green Deal 3.5 explain to customers how the assessment of energy performance is undertaken and the role of that assessment in the Green Deal process 3.6 explain to customers the energy efficiency measures that can be funded through the Green Deal funding 3.7 explain to customers the long term nature of cost savings arising from the installation of energy saving measures 3.8 explain to customers how the funding offer is arrived at and who can provide financing 3.9 explain to customers the role of the Green Deal provider as the funding agency 3.10 explain to customers the role of the energy suppliers as collectors of payment via the energy bill 3.11 explain to customers the permissions and consents that are required in order to take up Green Deal 3.12 explain to customers the Energy Company Obligation subsidy and the eligibility criteria for it 3.13 explain to customers the heating and other fuel benefits that may be available under Green Deal and the eligibility criteria for them 3.14 provide information to customers on the Feed in Tariffs and Renewable Heat Incentive mechanisms and how they operate within Green Deal 3.15 explain to customers the impact of special requirements in relation to rural location, those off the gas grid or in traditional properties 3.16 respond to customer queries and signpost them to other information and services when required.

**Unit 320/520 Provide information to customers on the principles, financing and operation of the Green Deal**

Supporting information

**Guidance**

Please note the assessment for 520 will cover learning outcomes 1 and 2 and for 320 it will cover outcome 3.

## Unit 331

## Conduct energy assessments in a safe, effective and professional manner

<b>UAN:</b>	H/503/8162
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking
<b>Aim:</b>	This unit aims to develop the skills needed to develop and maintain effective working relationships and conduct energy assessments in a professional and ethical manner. It also ensures that the Energy Assessor understands the thrust of government climate change strategy in general and the role of EPBD in particular.

<b>Learning outcome</b>
The learner will: 1. understand the Health and Safety requirements when undertaking energy assessments.
<b>Assessment criteria</b>
The learner can: 1.1 explain the relevant legal duties for health, safety and security in the workplace 1.2 identify the health, safety and security risks that could exist in different locations, and the action to take to minimise or mitigate risks 1.3 identify the risks to self which are associated with lone working 1.4 explain why it is important to remain alert to the presence of risks in the workplace 1.5 explain the importance of personal conduct in maintaining the health, safety and security of yourself or others 1.6 explain how to make use of relevant suppliers and manufacturers' instructions for the safe use of equipment, materials and products

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|---|
| <p>1.7 explain who should be informed of any conflicts between different health, safety and security requirements</p> <p>1.8 describe the procedures for different types of emergency</p> <p>1.9 identify the types of suggestions for improving health, safety and security at work that could be made and who should be given them</p> <p>1.10 identify the actions that may be taken to protect customers' property.</p> |
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<p><b>Learning outcome</b></p>
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<p>The learner will:</p>
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| <p>2. understand the legislation, codes of conduct and compliance requirements in relation to energy assessment.</p> |
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<p><b>Assessment criteria</b></p>
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<p>The learner can:</p>
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| <p>2.1 explain why it is important to promote goodwill and trust when working with others and ways in which this can be achieved</p> <p>2.2 explain how to identify the information you require and the potential sources of such information</p> <p>2.3 describe how to respond to enquiries from others and how to clarify their information needs</p> <p>2.4 explain how to respond to enquiries which are outside your authority, beyond your area of knowledge or expertise or where the information requested is confidential</p> <p>2.5 define the extent and limits for your own competence and expertise and the importance of not working beyond these limits</p> <p>2.6 describe the ways in which disputes or differences of opinion should be handled and resolved to minimise offence and maintain respect</p> <p>2.7 describe the formal complaints procedure that covers your work in terms of:</p> <ul style="list-style-type: none"> <li>• any specific organisational requirements with regard to complaints</li> <li>• your own responsibility to deal with complaints and attempt to resolve them before escalating to the Accreditation Body, or the equivalent in the Devolved Administrations</li> </ul> <p>2.8 identify the range of potential conflicts of interest that you may encounter and the action required to manage these</p> <p>2.9 explain why it is important to present a positive personal and professional image when dealing with people and how this can be achieved</p> <p>2.10 describe the ways in which you may develop yourself within your role to cover your development needs</p> <p>2.11 define the level of service expected by customers, their expectations as to the outcomes of the energy assessment or advice process and how to deliver an appropriate level of customer service</p> <p>2.12 explain the need for prompt responses to enquiries.</p> |
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**Learning outcome**

The learner will:

3. understand the legislation, codes of conduct and compliance requirements in relation to energy assessment.

**Assessment criteria**

The learner can:

- 3.1 describe the relevant policies and legislation on combating climate change and the reduction of carbon emissions from buildings
- 3.2 describe the relevant legislation covering:
  - The energy performance of buildings
  - Compliance with safe working practices
  - The relevant regulations in the Devolved Administrations
  - Where appropriate relevant legislation on the use of refrigerants
- 3.3 describe the relevant official guidance and conventions relating to the assessment of energy performance
- 3.4 describe your specific responsibilities under prescribed codes of conduct and ethical standards
- 3.5 describe why it is important to comply with mandatory and advisory codes of practice
- 3.6 describe the specific auditing or monitoring requirements that relate to your registration with your accreditation organisation(s), or the equivalent in the Devolved Administrations and your responsibilities in complying with these
- 3.7 describe the framework under which Accreditation Bodies, or the equivalent in the Devolved Administrations, are required to operate, including their Scheme Operating Requirements or equivalent in the Devolved Administrations
- 3.8 explain the importance of obtaining and maintaining appropriate professional indemnity insurance (PII) cover, either through your own business or your employer and the extent and limitations of this type of cover.

<b>Learning outcome</b>
The learner will: 4. be able to comply with organisational and legal requirements at all times.
<b>Assessment criteria</b>
The learner can: 4.1 carry out work in accordance with the relevant legal requirements, legislation and advisory and mandatory codes of practice 4.2 carry out work in accordance with the auditing and monitoring requirements of the relevant accreditation or certification organisation/s 4.3 record customer contact information in accordance with organisational and legal requirements such as the Data Protection legislation 4.4 identify and maintain appropriate evidence to record to support your decisions and assumptions made when carrying out energy assessments 4.5 identify the evidence requirements defined in Scheme Operating Requirements, or their equivalent in the Devolved Administrations.

<b>Learning outcome</b>
The learner will: 5. be able to maintain health, safety and security at work.
<b>Assessment criteria</b>
The learner can: 5.1 take action to mitigate health, safety and security risks 5.2 ensure personal conduct does not endanger the health, safety and security of self and other people 5.3 take action to ensure the protection of client's property and buildings 5.4 adhere to workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, personal protective equipment (PPE), materials and products 5.5 identify procedures for different types of emergency and implement them 5.6 make recommendations for improving health, safety and security in the workplace to the relevant person/s.



**Learning outcome**

The learner will:

6. be able to develop and maintain effective working relationships with colleagues, professionals, clients and others.

**Assessment criteria**

The learner can:

- 6.1 develop and maintain productive working relationships with others
- 6.2 request information from colleague , professionals, clients and others in a polite, clear and professional manner
- 6.3 identify and make use of further sources of information/help
- 6.4 deal with enquiries from colleagues, professionals, clients and others and seek clarification where necessary
- 6.5 handle enquiries which:
  - Are outside own authority
  - Are beyond own area of knowledge or expertise
  - Involve confidential information
- 6.6 handle and resolve disputes and/or differences of opinion
- 6.7 adhere to the formal complaints procedure when dealing with a complaint.

**Learning outcome**

The learner will:

7. be able to conduct energy assessments in a professional manner.

**Assessment criteria**

The learner can:

- 7.1 deal with colleagues, professionals, clients and others in a tactful, courteous and equitable manner
- 7.2 carry out work in accordance with prescribed codes of conduct, ethical standards and recognised good practice
- 7.3 record all evidence supporting the assumptions and decisions made during the assessment
- 7.4 demonstrate effective management of work activities and personal and professional development
- 7.5 respond appropriately to pressure from any person/s which may affect own judgment
- 7.6 demonstrate delivery of the appropriate level of customer service
- 7.7 assess customer expectations as to the outcomes of the energy assessment or advice process.

## Unit 335

# Prepare for energy assessments of non-dwellings to fulfill regulatory requirements for Asset Ratings

<b>UAN:</b>	J/503/8168
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
<b>Aim:</b>	This unit enables the candidate to develop the skills to agree and confirm instructions to undertake energy assessments of non-dwellings to fulfill regulatory requirements for Asset Ratings.

<b>Learning outcome</b>
The learner will: 1. understand the regulations and requirements needed to undertake energy assessments.
<b>Assessment criteria</b>
The learner can: 1.1 explain the legislation governing energy assessment and the overall purposes of the Energy Performance Certificate 1.2 identify the relevant regulations for energy performance requirements new buildings 1.3 identify the relevant regulations for energy performance requirements for existing buildings 1.4 describe the types of property and situations that do not by law require energy certification and how to deal with voluntary certification 1.5 identify the Building Regulations, EPBD Regulations and other Regulations' energy performance requirements that are relevant to buildings other than dwellings 1.6 describe the different <b>stages</b> involved in the energy assessment of new buildings, ensuring compliance with relevant aspects of Building Regulations and leading to the production of the 'as built' assessment, for the purpose of producing an Energy Performance

<p>Certificate</p> <p>1.7 review the frequency of energy assessments and the validity of certificates and reports</p> <p>1.8 explain the role of the Energy Performance Certificate in wider government policy including where relevant the Green Deal.</p>
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<b>Range</b>
<b>Stages</b> Design stage, SBEM data entry, compliance, production of EPC, advising clients.

<b>Learning outcome</b>
The learner will: 2. understand how to agree and confirm instructions to undertake energy assessments.
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 explain how to clarify and confirm the requirements and expectations of the client(s) and the scope of your instructions so that all the information is available and defaults are not used except where justified</p> <p>2.2 describe how to identify and explain to <b>clients</b> any <b>circumstances</b> that prevent you from undertaking an energy assessment</p> <p>2.3 identify the limitations and constraints that apply to the conduct of energy assessments</p> <p>2.4 explain the importance of explaining and confirming in writing the arrangements agreed between you and client(s)</p> <p>2.5 explain the importance of explaining the terms and conditions and fee structures and payment arrangements for energy assessments</p> <p>2.6 identify the limitations and constraints of the planned energy assessment</p> <p>2.7 explain how to confirm on-site inspection arrangements with the client(s) or other occupier</p> <p>2.8 identify the <b>circumstances</b> that may prevent you from undertaking an energy assessment</p> <p>2.9 explain the importance of explaining politely and clearly to clients the reasons why you cannot undertake an energy assessment</p> <p>2.10 explain the importance of confirming whether any specific arrangements apply to the energy assessment</p> <p>2.11 state which software tools have been approved for particular applications</p> <p>2.12 explain the principles of operation of the approved software tools.</p>

<b>Range</b>
<b>Client</b> Internal, external.
<b>Circumstances</b> Properties beyond the learners level of competence, own diary pressures, difficulties in gaining access, conflicts of interest, lack of key information.

<b>Learning outcome</b>
The learner will: 3. understand how to investigate relevant matters relating to property and energy usage.
<b>Assessment criteria</b>
The learner can: 3.1 identify the different types of preparatory information that it is important to obtain to ensure a complete and accurate assessment and certificate 3.2 identify the different sources of preparatory information (including existing calculations and energy audit reports) relating to the energy performance of the property 3.3 explain how to obtain preparatory information relating to the energy performance of the property 3.4 identify prevailing geographical/environmental features that may affect the energy performance of the property 3.5 explain how to evaluate relevant information in order to identify any <b>significant factors</b> that may influence the energy assessment, including: <ul style="list-style-type: none"> <li>• gaps in information concerning the building and its energy use</li> <li>• health and safety considerations, accessibility</li> <li>• level of building complexity</li> </ul> 3.6 explain how to identify circumstances that prevent you from assessing the energy performance of the property 3.7 explain the importance of explaining to clients why you may not be able to fulfil the agreed contract.

<b>Range</b>
<b>Significant factors</b> Gaps in information concerning the building and its energy use, health and safety considerations, accessibility.

<b>Learning outcome</b>
The learner will: 4. be able to agree and confirm instructions to undertake energy assessments.
<b>Assessment criteria</b>
The learner can: 4.1 determine the nature and characteristics of the property to ensure that it requires an Operational Rating (OR) or Asset Rating as appropriate 4.2 respond to requests to undertake energy assessments from clients 4.3 clarify and confirm the requirements and expectations of clients and the scope of own instructions to ensure that all the information is available and defaults are not used except where justified 4.4 explain to the client the relevant regulations that are legally required and the overall purpose of the Energy Certificate 4.5 explain to the client why the Energy Certificate has to conform to prescribed protocols and must be accompanied by cost-effective recommendations 4.6 explain to the client the limitations and constraints of the planned

	energy assessment, identifying any circumstances that prevent the assessment from being undertaken and giving your reasons
4.7	agree in writing with the client the terms, conditions and fee structure under which the energy assessment will be undertaken, including the need to take photographs and record other evidence for audit purposes
4.8	confirm to clients the terms, conditions and arrangements that have been agreed and confirm in writing any <b>specific arrangements</b> with clients or other occupiers
4.9	provide any necessary guidance to clients with regard to the legislation governing energy assessment
4.10	select a suitable software tool, appropriate to the building being assessed and approved under the Regulations for energy assessment.

<b>Range</b>
<b>Specific arrangements</b> Access to the property, those present at the property at the time of onsite inspection, health and safety issues.

<b>Learning outcome</b>
The learner will: 5. be able to investigate relevant matters relating to energy usage within a property.
<b>Assessment criteria</b>
The learner can: 5.1 investigate and record any preparatory information to ensure complete and comprehensive energy assessment and certification 5.2 identify prevailing geographical/environmental features that may affect the energy performance of the property 5.3 evaluate preparatory information to identify inconsistencies and any significant factors that may influence the energy assessment 5.4 explain to clients the scope of information that will assist the energy assessment and request any relevant additional information that will be relevant 5.5 inform clients promptly in cases where your investigations reveal problems that prevent you from assessing the energy performance of the property 5.6 ensure that the most up-to-date version of the approved software and associated reference materials can be accessed.

## Unit 336

## Undertake energy assessments of existing Level 3 non-dwellings using the Simplified Building Energy Model SBEM

<b>UAN:</b>	L/503/8169
<b>Level:</b>	Level 3
<b>Credit value:</b>	11
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
<b>Aim:</b>	This unit will help to develop knowledge and skills needed to inspect non-dwellings to determine the energy performance of a level 3 property using the Simplified Building Energy Model, making recommendations for cost effective improvements.

<b>Learning outcome</b>
The learner will: 1. understand the equipment and resources needed to undertake energy inspections.
<b>Assessment criteria</b>
The learner can: 1.1 explain the principles of building structure elements, fabric, services and overall design philosophy as relevant to energy assessment 1.2 identify equipment and resources needed to undertake the inspection 1.3 explain the detailed inspection requirements that apply to a property as described in relevant guidance documents and Conventions 1.4 explain the definitions and conventions embodied within the approved software used to calculate energy performance ratings 1.5 identify, from drawings and building structures, the various types of building construction, materials and <b>services</b>

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| <p>1.6 explain how to conduct the inspection in a thorough, methodical and consistent manner</p> <p>1.7 identify the range of measures to improve the energy performance of a property that may be included within an Energy Performance Certificate Recommendations Report.</p> |
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<b>Range</b>
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<b>Services</b>
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Space heating systems, cooling systems, ventilation, lighting, water heating, fans, pumps.
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<b>Learning outcome</b>
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The learner will:
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| <p>2. understand the implications of building characteristics affecting the energy performance of a property.</p> |
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<b>Assessment criteria</b>
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The learner can:
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| <p>2.1 identify <b>assumptions</b> that are made in determining energy performance</p> <p>2.2 state the factors that are relevant to determining the energy performance of a property and those that are deemed not to affect the energy performance of the property</p> <p>2.3 identify and evaluate the relevance of building characteristics which affect the energy performance of a Level 3 building and make it distinct from Level 4</p> <p>2.4 identify and classify variations in building use and activities, as defined in the Simplified Building Energy Model (SBEM) and its conventions, including the use of planning classifications</p> <p>2.5 describe how much impact building characteristics have on the building's overall energy performance</p> <p>2.6 identify critical property features and activities where incorrect choice of values will be significantly detrimental to accuracy, including:</p> <ul style="list-style-type: none"> <li>• allocation of the most appropriate activity to zones</li> <li>• lighting</li> <li>• choice of default HVAC in zones where none exists</li> <li>• selection of HVAC efficiency and its allocation to the appropriate zone</li> <li>• availability of daylight</li> <li>• presence of Low and Zero Carbon Technologies</li> </ul> <p>2.7 identify the problems that can affect the energy performance of the building fabric and services</p> <p>2.8 review the <b>implications</b> of hazardous building fabric for the energy assessment and reporting.</p> |
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<b>Range</b>
<b>Assumptions</b> Building regulation date, wall constructions, floor constructions, glazing depths, system efficiencies.
<b>Implications</b> Accident, injury, damage, liability, loss.

<b>Learning outcome</b>
The learner will: 3. Understand how to collate information from the on-site inspection and other sources to assess the energy performance of the property
<b>Assessment criteria</b>
The learner can: 3.1 Explain how to make accurate observations and take accurate measurements 3.2 Explain how to make further investigations where observations are inconsistent with existing evidence and expected findings and how to identify the causes of these inconsistencies 3.3 Explain how to collate information required to assess the energy performance of property

<b>Learning outcome</b>
The learner will: 4. understand how to prepare and issue an Energy Performance Certificate which includes recommendations for cost-effective improvements and meets relevant regulations.
<b>Assessment criteria</b>
The learner can: 4.1 state the prescribed format and content of an Energy Performance Certificate 4.2 state the range of energy efficiency measures that may be included within an Energy Performance Certificate 4.3 identify the approved software used for the production and lodgement of completed Energy Performance Certificates 4.4 explain how to correctly use the approved software for the production and lodgement of completed Energy Performance Certificates 4.5 explain the principles underpinning the approved tools used to calculate the energy performance ratings 4.6 explain how to input data using the approved software in order to determine energy performance ratings 4.7 explain how to use approved software to generate energy efficiency measures for the property 4.8 explain the importance of checking that data has been inputted correctly prior to lodgement and how to review data if the calculation will not process or appears incorrect 4.9 explain the importance of checking the energy efficiency measures generated prior to lodgement, deleting any that are inappropriate and providing your reasons 4.10 explain the way in which energy efficiency measures are generated



<p>and circumstances when it is appropriate to delete them</p> <p>4.11 explain the importance of checking the Energy Performance Certificate and energy efficiency measures for the property to ensure they comply with relevant requirements</p> <p>4.12 state how to use the information technology underpinning the national register for lodgement and retrieval of Energy Performance Certificates</p> <p>4.13 explain how to provide necessary audit evidence via electronic transfer.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>5. understand how to make and maintain complete, accurate and legible records of your work.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>5.1 explain the level of detail within your records required to produce a complete and comprehensive Energy Performance Certificate</p> <p>5.2 explain the level of detail within your records required to justify your decisions on the values recorded and energy efficiency measures included</p> <p>5.3 state why it is important to make and maintain complete, accurate and legible records</p> <p>5.4 explain the reasons why it is necessary and important to record where and why accurate inspection has not been possible</p> <p>5.5 explain the circumstances in which records can include the fact that information is “unknown” and the evidence required to support the use of defaults in these circumstances</p> <p>5.6 explain the importance of storing records securely allowing for future access and the purposes for which those records may be used.</p>

<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>6. be able to inspect a Level 3 non-dwelling.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>6.1 ensure that equipment and resources needed are available for the inspection of Level 3 non-dwellings</p> <p>6.2 identify yourself to those present at the property before commencing inspection</p> <p>6.3 identify and record the method of construction of the property and the main materials used, the installed building services and the activities which take place in the building</p> <p>6.4 use surveying equipment correctly and record and interpret <b>data</b> accurately</p> <p>6.5 identify <b>circumstances</b> when at the property that prevent you continuing with the inspection and explain the reasons to the client(s)</p> <p>6.6 undertake a methodical visual inspection of the property in accordance with the requirements of the approved software and</p>

current Conventions
6.7 draw a suitable sketch plan and elevations where none exist.

<b>Range</b>
<b>Data</b> Dimensions, construction types, lamp data, building service system information, efficiencies, fan power.
<b>Circumstances</b> The discovery of unexpected or hazard.

<b>Learning outcome</b>
The learner will: 7. be able to collate information from the on-site inspection and other sources to assess the energy performance of the property.
<b>Assessment criteria</b>
The learner can: 7.1 make accurate observations and measurements which are necessary to provide data for the calculation of an energy performance rating and production of energy efficiency measures for the property 7.2 obtain all additional information that is needed about the property and ensure that defaults are not used except where justified 7.3 identify where observations are inconsistent with existing evidence and expected findings and conduct further investigations to establish the causes of these inconsistencies 7.4 identify critical property features and activities where incorrect choice of values will be significantly detrimental to accuracy and take appropriate steps to correctly represent these features to arrive at an accurate assessment of the property 7.5 follow the correct procedures for collecting information to enable the energy efficiency of the property to be determined.

<b>Learning outcome</b>
The learner will: 8. be able to prepare and issue an Energy Performance Certificate which includes recommendations for energy efficiency measures and meets relevant regulations.
<b>Assessment criteria</b>
The learner can: 8.1 describe the prescribed format and content of an Energy Performance Certificate 8.2 explain the way in which energy efficiency measures are generated and circumstances when it is appropriate to delete them 8.3 use approved software correctly to determine energy performance ratings and to generate energy efficiency measures for the property 8.4 check that data has been inputted correctly prior to lodgement and review data if calculations do not work or if the result appears incorrect 8.5 recognise a result that is unlikely to be correct for the property in

question
8.6 check the Energy Performance Certificate and energy efficiency measures prior to lodgement, ensuring compliance with relevant requirements and make any necessary amendments
8.7 take the necessary corrective action where any of your checks indicate a possible incorrect data entry or error in the resulting rating or energy efficiency measures
8.8 use the information technology underpinning the national register for lodgement and retrieval of Energy Performance Certificates
8.9 lodge Energy Performance Certificates on the prescribed national databank on completion
8.10 provide necessary audit evidence via electronic transfer.

<b>Learning outcome</b>
The learner will: 9. be able to make and maintain complete, accurate and legible records of your work.
<b>Assessment criteria</b>
The learner can: 9.1 produce and maintain accurate and legible records of your findings, which are clear, complete and conform to accepted professional and statutory requirements, including investigations carried out, values recorded and options considered 9.2 keep detailed records which ensure that you can produce a complete and comprehensive Energy Performance Certificate and justify your decisions on values recorded and energy efficiency measures selected 9.3 collate information as evidence to support the specific decisions made on values chosen and energy efficiency measures considered, including: <ul style="list-style-type: none"> <li>• legible site notes</li> <li>• clear site sketches (plan, elevation) to give an adequate record of the inspection for audit purposes</li> <li>• clear photographs containing mandated data appropriately staged and annotated where necessary</li> <li>• legibly completed survey forms records of web searches or other research</li> <li>• any other information you consider necessary to support your decisions</li> <li>• any other information required by Scheme Operating Requirements</li> </ul> 9.4 explain the circumstances in which records can include the fact that information is “unknown” and the evidence required to support the use of defaults in these circumstances 9.5 store records securely allowing for future access and state the purposes for which your records may be used.

## Unit 433

## Undertake energy assessments of existing Level 4 non-dwellings using the Simplified Building Energy Model SBEM

<b>UAN:</b>	F/503/8170
<b>Level:</b>	Level 4
<b>Credit value:</b>	13
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.

<b>Learning outcome</b>
The learner will: 1. understand the equipment and resources needed to undertake energy inspections.
<b>Assessment criteria</b>
The learner can: 1.1 explain the principles of building structure elements, fabric, services and overall design philosophy as relevant to energy assessment 1.2 identify equipment and <b>resources</b> needed to undertake the inspection 1.3 explain the detailed inspection requirements that apply to a property as described in relevant <b>guidance</b> documents and Conventions 1.4 explain the definitions and conventions embodied within the approved software used to calculate energy performance ratings 1.5 identify, from drawings and building structures, the various types of building construction, materials and services 1.6 explain how to conduct the inspection in a thorough, methodical and consistent manner 1.7 identify the range of measures to improve the energy performance of a property that may be included within an Energy Performance Certificate Recommendations Report.

<b>Range</b>
<b>Resources</b> Observations, building agent questionnaires, local knowledge, building control information, manufactures information.
<b>Guidance</b> SBEM Technical Manuals, modelling guide, CLG guidance documents, accreditation body, technical support documents, technical conventions documentation, approved documents ADL2A and ADL2B, non-domestic building services compliance guide.

<b>Learning outcome</b>
The learner will: 2. understand the implications of building characteristics affecting the energy performance of a property.
<b>Assessment criteria</b>
The learner can: 2.1 identify <b>assumptions</b> that are made in determining energy performance 2.2 state the factors that are relevant to determining the energy performance of a property and those that are deemed not to affect the energy performance of the property 2.3 identify and evaluate the relevance of building characteristics which affect the energy performance of a <b>Level 4</b> building and make it distinct from <b>Level 3</b> or <b>Level 5</b> 2.4 identify and classify variations in building use and activities, as defined in the Simplified Building Energy Model (SBEM) and its conventions, including the use of planning classifications 2.5 describe the relative sensitivity of the different building characteristics that affect the energy performance of the building structure and fabric 2.6 identify critical property features and activities where incorrect choice of values will be significantly detrimental to accuracy, including: <ul style="list-style-type: none"> <li>• allocation of the most appropriate activity to zones</li> <li>• lighting</li> <li>• choice of default HVAC in zones where none exists</li> <li>• selection of HVAC efficiency and its allocation to the appropriate zone</li> <li>• Availability of daylight and presence of Low and Zero Carbon Technologies</li> </ul> 2.7 identify the problems that can affect the energy performance of the building fabric and services 2.8 review the implications of <b>hazardous</b> building fabric for the energy assessment and reporting.

<b>Range</b>
<b>Assumptions</b> Layers of construction, floor type, glazing pane depth, building regulations.
<b>Level</b> Simple existing buildings, complex existing building, new buildings.
<b>Hazardous</b> Asbestos, unsafe floors, dangerous substances, chemicals, threats to health and safety, trips, slips.

<b>Learning outcome</b>
The learner will: 3. understand how to collate information from the on-site inspection and other sources to assess the energy performance of the property.
<b>Assessment criteria</b>
The learner can: 3.1 explain how to make <b>accurate observations</b> and take accurate <b>measurements</b> 3.2 explain how to make further investigations where observations are inconsistent with existing evidence and expected findings and how to identify the causes of these inconsistencies 3.3 explain how to collate information required to assess the energy performance of property.

<b>Range</b>
<b>Observations</b> External, internal, building type, construction, insulation, glazing, lighting, heating, cooling and ventilation systems, renewable.
<b>Measurements</b> All envelopes, zone height, glazing area, door area, shading.

<b>Learning outcome</b>
The learner will: 4. understand how to prepare and issue an Energy Performance Certificate which includes recommendations for cost-effective improvements and meets relevant regulations.
<b>Assessment criteria</b>
The learner can: 4.1 state the prescribed format and content of an Energy Performance Certificate 4.2 state the range of energy efficiency <b>measures</b> that may be included within an Energy Performance Certificate 4.3 identify the approved software used for the production and lodgement of completed Energy Performance Certificates 4.4 explain how to correctly use the approved software for the production and lodgement of completed Energy Performance Certificates 4.5 explain the principles underpinning the approved tools used to calculate the energy performance ratings 4.6 explain how to input data using the approved software in order to

	determine energy performance ratings
4.7	explain how to use approved software to generate energy efficiency measures for the property
4.8	explain the importance of checking that data has been inputted correctly prior to lodgement and how to review data if the calculation will not process or appears incorrect
4.9	explain the importance of checking the energy efficiency measures generated prior to lodgement, deleting any that are inappropriate, and providing your reasons
4.10	explain the way in which energy efficiency measures are generated and circumstances when it is appropriate to delete them
4.11	explain the importance of checking the Energy Performance Certificate and energy efficiency measures for the property to ensure they comply with relevant requirements
4.12	explain how to use the information technology underpinning the national register for lodgement and retrieval of Energy Performance Certificates
4.13	explain how to provide necessary audit evidence via electronic transfer.

<b>Range</b>
<b>Measures</b> Improve lighting, upgrade heating, cooling and ventilation, thermally insulate the building, replace glazing, install renewable: wind turbines, solar hot water, photovoltaic cells, heat pumps, shading.

<b>Learning outcome</b>
The learner will: 5. understand how to make and maintain complete, accurate and legible records of your work.
<b>Assessment criteria</b>
The learner can: 5.1 explain the level of detail within your records required to produce a complete and comprehensive Energy Performance Certificate 5.2 explain the level of detail within your records required to justify your decisions on the values recorded and energy efficiency measures included 5.3 state why it is important to make and maintain complete, accurate and legible records 5.4 explain the reasons why it is necessary and important to record where and why accurate inspection has not been possible 5.5 explain the circumstances in which records can include the fact that information is “unknown” and the evidence required to support the use of defaults in these circumstances 5.6 explain the importance of storing records securely allowing for future access and the purposes for which those records may be used.

<b>Learning outcome</b>
The learner will: 6. be able to inspect a Level 4 non-dwelling.
<b>Assessment criteria</b>
The learner can: 6.1 ensure that <b>equipment</b> and resources needed are available for the inspection of Level 4 non-dwellings 6.2 identify yourself to those present at the property before commencing inspection 6.3 identify and record the <b>method of construction</b> of the property and the main materials used, the installed building services and the activities which take place in the building 6.4 use surveying equipment correctly and record and interpret data accurately 6.5 identify <b>circumstances</b> when at the property which prevent you continuing with the property inspection and explain the reasons to the client(s) 6.6 undertake a methodical visual inspection of the property in accordance with the requirements of the approved software and current Conventions 6.7 draw a suitable sketch plan and elevations where none exist 6.8 confirm by on-site inspection that the building fabric and installed building services are consistent with the drawings and specifications, where provided.

<b>Range</b>
<b>Equipment</b> PPE, laser measurer, tape measure, data collection forms, compass, scaled ruler, camera, pens, pencil. <b>Method of construction</b> Cavity, timber frame, masonry, metal clad, weatherboard, curtain wall. <b>Circumstances</b> The discovery of unexpected or hazardous conditions or materials, other potential threats to health and safety.

<b>Learning outcome</b>
The learner will: 7. be able to collate information from the on-site inspection and other sources to assess the energy performance of the property.
<b>Assessment criteria</b>
The learner can: 7.1 make accurate observations and measurements which are necessary to provide data for the calculation of an energy performance rating and production of energy efficiency measures for the property 7.2 obtain all <b>additional information</b> that is needed about the property and ensure that defaults are not used except where justified 7.3 identify where observations are inconsistent with existing evidence and expected findings and conduct further investigations to



<p>establish the causes of these inconsistencies</p> <p>7.4 identify critical property features and activities where incorrect choice of values will be significantly detrimental to accuracy and take appropriate steps to correctly represent these features to arrive at an accurate assessment of the property</p> <p>7.5 follow the correct procedures for collecting information to enable the energy efficiency of the property to be determined.</p>
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<b>Range</b>
<b>Additional information</b> System efficiencies, fabric information, evidence of insulation, conservation status, manufacturer data, ECA credits.

<b>Learning outcome</b>
The learner will: 8. be able to prepare and issue an Energy Performance Certificate which includes recommendations for energy efficiency measures and meets relevant regulations.
<b>Assessment criteria</b>
The learner can: 8.1 describe the prescribed format and content of an Energy Performance Certificate 8.2 explain the way in which energy efficiency measures are generated and circumstances when it is appropriate to delete them 8.3 use approved software correctly to determine energy performance ratings and to generate energy efficiency measures for the property 8.4 check that data has been inputted correctly prior to lodgement and review data if calculations do not work or if the result appears incorrect 8.5 recognise a result that is unlikely to be correct for the property in question 8.6 check the Energy Performance Certificate and energy efficiency measures prior to lodgement, ensuring compliance with relevant requirements, and make any necessary amendments 8.7 take the necessary corrective action where any of your checks indicate a possible misattribution of data or error in the resulting rating or energy efficiency measures 8.8 use the information technology underpinning the national register for lodgement and retrieval of Energy Performance Certificates 8.9 lodge Energy Performance Certificates on the prescribed national databank on completion 8.10 provide necessary audit evidence via electronic transfer.

<b>Learning outcome</b>
The learner will: 9. be able to make and maintain complete, accurate and legible records of your work.
<b>Assessment criteria</b>
The learner can:

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| <p>9.1 produce and maintain accurate and legible <b>records</b> of your findings, which are clear, complete and conform to accepted professional and statutory requirements, including investigations carried out, values recorded and options considered</p> <p>9.2 keep detailed records which ensure that you can produce a complete and comprehensive Energy Performance Certificate and justify your decisions on values recorded and energy efficiency measures selected</p> <p>9.3 collate relevant information as evidence to support the specific decisions made on values chosen and energy efficiency measures considered, including:</p> <ul style="list-style-type: none"> <li>• legible site notes</li> <li>• clear site sketches (plan, elevation) to give an adequate record of the inspection for audit purposes</li> <li>• clear photographs containing mandated data (e.g. time and date) appropriately staged and annotated where necessary</li> <li>• legibly completed survey forms</li> <li>• records of web searches or other research</li> <li>• any other information you consider necessary to support your decisions</li> <li>• any other information required by Scheme Operating Requirements</li> </ul> <p>9.4 explain the circumstances in which records can include the fact that information is “unknown” and the evidence required to support the use of defaults in these circumstances</p> <p>9.5 store records securely allowing for future access and state the purposes for which your records may be used.</p> |
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<p><b>Range</b></p>
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<p><b>Records</b></p>
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<p>Diary information, site notes, floor plans, photographs, evidence, building agent questionnaire, contracts, terms and conditions, building service information, photographic information.</p>
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## Unit 434

# Report on the energy assessment of new and existing non-dwellings using Simplified Building Energy Model SBEM

<b>UAN:</b>	L/503/8172
<b>Level:</b>	Level 4
<b>Credit value:</b>	7
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.

<b>Learning outcome</b>
The learner will: 1. understand how to produce Recommendations Reports for non-dwellings using SBEM.
<b>Assessment criteria</b>
The learner can: 1.1 describe the prescribed format and content of an Energy Performance Certificate Recommendations Report 1.2 identify the range of energy efficiency measures that may be included within an Energy Performance Certificate Recommendations Report 1.3 state the approved software used to generate energy efficiency measures for the property 1.4 explain the principles underpinning the approved software used to calculate energy ratings and produce Recommendations Reports 1.5 explain how to correctly use the <b>approved software</b> to produce Energy Performance Certificates 1.6 explain the importance of checking that data has been inputted correctly and how to review data if the calculation will not process or if the result appears incorrect 1.7 explain the effect of choosing default data options on the energy efficiency measures offered by SBEM

- 1.8 explain how to check the Energy Performance Certificate Recommendations Report for cost-effective improvement, ensuring compliance with relevant requirements and conventions
- 1.9 identify the level of detail within your records required to produce a complete and comprehensive Recommendations Report and justify your decisions on the values recorded and energy efficiency measures selected
- 1.10 explain the importance of making and maintaining **records** that are complete, accurate and legible
- 1.11 explain the reasons why it is necessary and important to record where and why accurate inspection has not been possible
- 1.12 identify the circumstances in which records can include the fact that information is “unknown” and the evidence required to support this choice
- 1.13 explain the importance of storing records securely allowing for future access and the purposes for which your records may be used.

**Range****Approved software**

ISBEM, other software approved by the CLG for the production of EPCs and recommendation reports.

**Records**

Site notes, floor plans, photographs, evidence, building agent questionnaire, contracts, terms and conditions, building service information.

**Learning outcome**

The learner will:

2. understand how to provide a clearly defined and robust hierarchy of energy efficiency measures for non-dwellings.

**Assessment criteria**

The learner can:

- 2.1 explain how to use **approved software** to generate energy efficiency measures for the property
- 2.2 explain the way in which energy efficiency measures are generated and circumstances when it is appropriate to delete them
- 2.3 explain the importance of checking the energy efficiency measures generated, deleting any that are inappropriate, and providing your reasons
- 2.4 identify the factors that could affect the choice of energy efficiency measures for improvements to the property, including:
  - issues that make them unsuitable for the property
  - interactions between building fabric and building services
  - listed building status/conservation areas
- 2.5 identify the issues that could make energy efficiency measures unsuitable for the property, including:
  - property situation eg subject to extreme weather
  - property condition eg state of repair of external walls
  - inadequate ventilation
  - traditional construction
  - any other features of the property, or its site/location, which might adversely affect the performance of the recommended improvement, or the building's performance after improvement
- 2.6 explain how to make appropriate deletions/amendments based on the practical and economic feasibility for the building under consideration
- 2.7 identify current typical costs of energy efficiency measures
- 2.8 explain how to estimate typical costs, for the particular building, of any proposed energy efficiency measures
- 2.9 explain how to assess the carbon impact and payback period of energy efficiency measures in order to provide an hierarchy of improvement measures
- 2.10 identify the data and information required to be lodged on the relevant central register
- 2.11 identify appropriate advice on the implementation of the energy efficiency measures that may be given to the client.

**Range****Approved software**

ISBEM, other SBEM software approved by CLG.

<b>Learning outcome</b>
The learner will: 3. understand how to communicate the value of a Recommendations Report and how it can be used.
<b>Assessment criteria</b>
The learner can: 3.1 state the objective of producing Recommendations Reports 3.2 explain the difference between high, medium and low carbon impact energy efficiency measures and the scale of savings that each may achieve 3.3 identify which elements have greater <b>impact</b> on the energy performance of the building in question and why 3.4 explain how estimates of costs for energy efficiency measures have been arrived at and how robust they are 3.5 explain how to <b>communicate</b> and explain the energy efficiency measures to the client 3.6 explain the importance of retaining <b>documentation</b> for audit purposes or legal compliance 3.7 explain how to convey essential information in a written report in a way which will be comprehensible to the client 3.8 identify where to refer clients for further help and advice.

<b>Range</b>
<b>Impact</b> High, medium, low.
<b>Communicate</b> In person, telephone conversation, letter, email, report.
<b>Documentation</b> Site notes, floor plans, dated photographic evidence, (including all elevations, HVAC, lighting, activities, construction, insulation, lamp types and controls) evidence, building agent questionnaire, building service information, justification of assumptions, ariel view, evidence of efficiencies, calculations.

<b>Learning outcome</b>
The learner will: 4. be able to produce Recommendations Reports for non-dwellings using SBEM.
<b>Assessment criteria</b>
The learner can: 4.1 use approved software to generate energy efficiency measures that improve energy performance 4.2 check the <b>Recommendations</b> Report, ensuring compliance with relevant requirements and current conventions 4.3 produce and maintain accurate and legible records which are clear, complete and conform to accepted professional and statutory requirements to include: <ul style="list-style-type: none"> <li>• records investigations carried out</li> <li>• values recorded</li> <li>• options considered</li> </ul>

4.4	record information at a sufficient level of detail to produce a complete and comprehensive Energy Performance Certificate and justify your decisions on values recorded and energy efficiency measures selected
4.5	describe the circumstances in which records can include the fact that information is "unknown" and the evidence required to support this choice
4.6	store records securely allowing for future access and explain the purposes for which the records may be used.

<b>Range</b>
<b>Recommendations</b> High, medium, low CO <sup>2</sup> impact and short, medium and long-term payback.

<b>Learning outcome</b>
The learner will: 5. be able to provide a clearly defined and robust hierarchy of energy efficiency measures for non-dwellings.
<b>Assessment criteria</b>
The learner can: 5.1 use the approved software to generate energy efficiency measures to improve energy performance 5.2 explain the effect of choosing default data options on the energy efficiency measures offered by SBEM 5.3 check the energy efficiency measures generated and make appropriate deletions, additions and amendments based on the practical and economic feasibility for the building under consideration, providing and documenting your reasons 5.4 identify the factors that could affect the choice of energy efficiency measures for improvements to the property, including issues that make them unsuitable for the property, interactions between building fabric and building services and listed building status/conservation areas 5.5 identify the relative costs of any energy efficiency measures which may be proposed 5.6 provide a hierarchy of improvement measures based on carbon impact and payback period 5.7 identify the data and information required to be lodged on the relevant central register and show understanding of the lodging procedures 5.8 produce a <b>valid</b> Recommendations Report, in accordance with approved guidance 5.9 provide initial advice on the implementation of the recommendations made.

<b>Range</b>
<b>Valid</b> Lodged at the landmark registry, accurate, appropriate, compliant with conventions.

<b>Learning outcome</b>
The learner will: 6. be able to communicate the value of a Recommendations Report and how it can be used.
<b>Assessment criteria</b>
The learner can: 6.1 explain to clients the objective of producing Recommendations Reports 6.2 explain to clients the difference between high, medium and low carbon impact measures, giving examples of the scale of savings which may be achieved by each 6.3 explain to clients which recommendations have greater impact on the energy performance of the building in question and why 6.4 explain to clients how estimates of costs for energy efficiency measures have been arrived at and how robust they are 6.5 explain energy efficiency measures to the client 6.6 Understand the importance of retaining documentation for audit purposes or legal compliance 6.7 highlight the essential information contained in the Recommendations Report in a way which will be comprehensible to the client.



## Unit 411/611 Carry out non-domestic energy inspections to determine an Operational Profile and give advice

<b>UAN:</b>	K/504/0964
<b>Level:</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.

<b>Learning outcome</b>
The learner will: 1. understand the process of conducting an operational profile.
<b>Assessment criteria</b>
The learner can: 1.1 identify the data that is required from the customer to enable an analysis of non-domestic energy consumption for the purposes of Green Deal in accordance with the prescribed methodology 1.2 explain the methods used to obtain data and information and the potential sources of that information 1.3 identify how to carry out a methodical visual on-site inspection of a property in order to produce an operational profile assessment 1.4 identify the requirements of the prescribed methodology for the operational profile 1.5 explain the appropriateness of the use of the Simplified Building Energy Model (SBEM) methodology and software for different building types and state where the Dynamic Simulation Model (DSM) methodology should be used instead 1.6 specify the definitions and conventions that apply to the prescribed methodology for operational profile assessment 1.7 describe how to identify gaps in information gathered and any additional data required to fill them 1.8 identify where it would be appropriate to request advice from a specialist

1.9	describe how to assess the likely current energy performance of any property elements compared to its performance as originally built
1.10	describe the impact of the following on the energy assessment process: <ul style="list-style-type: none"> <li>• the durability of materials and systems over time</li> <li>• the functioning of building services</li> </ul>
1.11	describe how to deal with any ad hoc health and safety issues at the time of inspection
1.12	explain the data protection requirements relating to customer's data
1.13	describe the requirements of Codes of Practice and other guidance as they apply to the operational profile process
1.14	describe how to apply the management score in order to reflect the quality of the building's management.

<b>Learning outcome</b>	
The learner will:	
2.	understand the factors and measures for reducing energy consumption in non-domestic buildings.
<b>Assessment criteria</b>	
The learner can:	
2.1	explain how to establish the client's situation in respect of reducing energy consumption including: <ul style="list-style-type: none"> <li>• needs</li> <li>• circumstances</li> <li>• motivations</li> <li>• capabilities</li> <li>• managerial and other constraints</li> <li>• potential barriers to action</li> </ul>
2.2	describe the key metrics by which energy consumption is measured and recorded
2.3	explain how to track energy consumption over time and identify significant trends in usage
2.4	describe the types of further investigations that can be carried out where data inconsistencies are discovered
2.5	explain the alternative methods for optimising the use of existing plant, equipment and consumables
2.6	explain how the current occupier's activities, systems and processes affect energy consumption and fuel bills
2.7	identify the alternative activities, systems and processes that would enhance energy efficiency and carbon reduction in relation to: <ul style="list-style-type: none"> <li>• energy purchase and supply</li> <li>• heating</li> <li>• lighting</li> <li>• air conditioning</li> <li>• small power</li> <li>• refrigeration</li> <li>• building fabric</li> <li>• passive strategies and processes</li> </ul>

<ul style="list-style-type: none"> <li>• ventilation</li> </ul>
2.8 explain the main methods and products used for: <ul style="list-style-type: none"> <li>• controlling and managing the use of water</li> <li>• managing waste through re-use and recycling methods</li> </ul>
2.9 describe how to evaluate alternatives against the constraints of the building and finances available
2.10 identify the sources of information and agencies providing advice and financial support for energy and carbon reduction
2.11 describe the legal and regulatory framework relating to energy efficiency and carbon reduction including national and international requirements
2.12 identify the limitations on the advice provided in the Green Deal Advisory Report
2.13 identify the circumstances where it is necessary to refer customers for specialist assessments of building fabric or services and how to choose a suitable specialist assessor
2.14 describe the types of questions, issues and concerns that customers might have about the home visit and the occupational advice given
2.15 identify the sources of information to which the customer can be referred for further help and advice.

<b>Learning outcome</b>
The learner will: 3. understand the written records required for inspection findings.
<b>Assessment criteria</b>
The learner can: 3.1 describe the methods, formats and conventions for recording information and evidence on the operational profile 3.2 identify the required range of information and evidence relating to the assessment, as defined by the current operational profile methodology and any associated guidance and conventions 3.3 define the level of detail required to produce a complete and comprehensive non-domestic Green Deal Advice Report 3.4 explain how records can be used to justify decisions on the values recorded and the advice given 3.5 identify the circumstances in which records can include the fact that information is “unknown” and the evidence required to support this choice 3.6 explain the importance of storing information and records securely for future access and to meet Certification Scheme inspection requirements 3.7 state the purposes for which records may be used.

<b>Learning outcome</b>
The learner will: 4. be able to conduct an operational profile assessment.
<b>Assessment criteria</b>
The learner can: 4.1 explain to customers the information required for the operational profile assessment 4.2 use appropriate methods to obtain such information from customers 4.3 confirm that the customer is the person responsible for the property's fuel bills and has the authority to take action under the Green Deal 4.4 gather the necessary data and information from appropriate documentation to enable the operational profile assessment to take place 4.5 undertake a methodical visual inspection of the property in accordance with the prescribed methodology for the operational profile 4.6 determine how the current condition of the property may affect its energy performance 4.7 determine the management score reflecting the quality of the building's management.

<b>Learning outcome</b>
The learner will: 5. be able to identify actions to reduce energy consumption in non-domestic buildings.
<b>Assessment criteria</b>
The learner can: 5.1 establish the needs, tenure, access to capital and motivations of the customer in relation to energy consumption reduction 5.2 identify any constraints that might affect the customer's ability to act 5.3 identify areas of significant energy consumption and any trends and changes in energy use 5.4 compare data with operational performance and establish the reasons for any differences 5.5 establish any anticipated changes to energy consumption and their implications 5.6 review current activities, systems, processes and behaviours that affect energy efficiency and carbon emissions and their impact on energy consumption and fuel bills 5.7 review alternative activities, systems, processes and behaviours that would enhance energy performance 5.8 identify changes to activities, systems, processes and behaviours that could be made which are in scope of Green Deal provision 5.9 establish ways of improving the monitoring and measurement of operational energy usage including metering and sub-metering

- 5.10 identify financial incentives and schemes to support energy efficiency and carbon reduction relevant to the actions being considered
- 5.11 identify any legal requirements that impact on energy use and carbon emissions and their impact on the actions being considered
- 5.12 provide impartial advice when identifying effective actions to reduce operational energy consumption and achieve carbon reduction
- 5.13 identify situations where specialist assessment is required and the basis on which specialist are selected
- 5.14 provide customers with a clear explanation of their current energy consumption and trends in consumption
- 5.15 provide customers with a clear explanation of the impact on their current activities, systems, processes and behaviours on energy consumption and fuel bills
- 5.16 provide customers with a clear explanation of alternative activities, systems, processes and behaviours that would enhance energy performance
- 5.17 provide customers with a clear explanation of the financial incentives and support for making changes to energy consumption and how they can be accessed
- 5.18 provide customers with a clear explanation of any specialist assessments required and how to access them
- 5.19 provide customers with a clear explanation of the recommendations made in the Green Deal Advice Report
- 5.20 provide information on the methods and products for achieving:
  - efficient management of water usage and minimisation of wastes
  - waste reduction, re-use and re-cycling
- 5.21 advise the customer on the limitations on the advice given within the Green Deal Advice Report
- 5.22 respond to customer queries, issues and concerns about the operational profile and the operational advice given.

**Learning outcome**

The learner will:

6. be able to maintain written records of inspection findings.

**Assessment criteria**

The learner can:

- 6.1 create and maintain complete, accurate and legible records of findings including:
  - investigations carried out
  - values recorded
  - options considered
  - reasons why “unknown” is used against data fields and why this was unavoidable
- 6.2 record information in sufficient detail to produce a complete and comprehensive non-domestic Green Deal Advice Report and justify decisions on how values were arrived at and the nature of the advice
- 6.3 record where information cannot be obtained and where data is recorded as “Unknown” and why this action was unavoidable
- 6.4 catalogue, secure and store records for the prescribed periods of time
- 6.5 ensure that records can be accessed for future use.

## Unit 412

## Prepare and issue Non-domestic Green Deal Advice Reports

<b>UAN:</b>	R/503/8190
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.

<b>Learning outcome</b>
The learner will: 1. understand the process of inputting data for Non-domestic Green Deal Advice Reports.
<b>Assessment criteria</b>
The learner can: 1.1 describe the prescribed format and content of a Non-domestic Green Deal Advice Report 1.2 identify the approved software options available and how to choose software that is appropriate to the type of assessment being carried out 1.3 identify the information required to produce a compliant Non-domestic Green Deal Advice Report 1.4 describe the principles underpinning the approved software used to prepare a Non-domestic Green Deal Advice Report 1.5 describe how to input data into the approved software to produce Non-domestic Green Deal Advice Reports 1.6 identify common areas of potential uncertainty or insufficient information which could affect value attribution 1.7 describe the quality assurance checks to conduct on information to ensure that: <ul style="list-style-type: none"><li>• values are correct</li><li>• energy efficiency measures are realistic and appropriate for the subject property</li></ul> 1.8 describe the circumstances in which items can be recorded as “unknown” as defined by conventions 1.9 explain the consequences of recording an item as “unknown” or as built on the methodology’s assessment process

1.10	describe the ways of gathering more information to avoid the use of default values
1.11	describe the conventions used in non-domestic Green Deal advice assessment and the implications on the process when these change
1.12	describe how to check the accuracy of inputted data
1.13	describe how to review data when the calculation will not process
1.14	describe how to incorporate outputs from specialist assessments.

<b>Learning outcome</b>	
The learner will:	
2.	understand how to assess energy efficiency measures for Non-domestic Green Deal Advice Reports.
<b>Assessment criteria</b>	
The learner can:	
2.1	identify the range of energy efficiency measures that may be included within a Non-domestic Green Deal Advice Report
2.2	describe the relationship between the building fabric and building services and the impact on energy the energy assessment process and energy efficiency measures proposed
2.3	explain the way in which energy efficiency measures are generated by approved software
2.4	explain how to check the energy efficiency measures generated automatically by the approved software
2.5	explain how to amend by deleting inappropriate energy efficiency measures for the property and customer
2.6	describe how to use approved software to evaluate energy efficiency measures that are bespoke to the property and its current occupier
2.7	explain how the current building energy consumption is taken into account when identifying energy efficiency measure likely to deliver the most savings to the customer
2.8	explain how to select energy efficiency measures to evaluate using approved software and how to ensure they are feasible, practical and appropriate for the property and customer
2.9	identify current typical costs of energy efficiency measures and explain how to estimate typical costs, for the particular building, of the proposed energy efficiency measures
2.10	describe how the approved software estimates the cost savings from energy efficiency measures
2.11	describe how to amend ascribed default values in accordance with the operational profile
2.12	explain how to adjust estimated savings in accordance with the operational profile and current fuel tariffs to provide figures to be used in the Green Deal Principle (Golden Rule) calculation estimates
2.13	explain how to normalise metrics between the Energy Performance Certificate and energy consumption data to improve the estimates of energy savings from energy efficiency measures
2.14	explain how the Green Deal Principle (Golden Rule) is calculated and how measures are assessed against the Golden Rule.



<b>Learning outcome</b>
The learner will: 3. understand how to lodge and issue Non-domestic Green Deal Advice Reports.
<b>Assessment criteria</b>
The learner can: 3.1 explain the importance of fully disclosing any referral fees or other benefits received in relation to suggested products, services and suppliers 3.2 explain the process of lodging and issuing a Non-domestic Green Deal Advice Report 3.3 identify the level and detail of information storage required in relation to Non-domestic Green Deal Advice Reports 3.4 explain how to update the Energy Performance Certificate after the installation of agreed energy efficiency measures.

<b>Learning outcome</b>
The learner will: 4. be able to input data for prepare Non-domestic Green Deal Advice Reports
<b>Assessment criteria</b>
The learner can: 4.1 assemble and collate information required including any pre-existing Energy Performance Certificate or Display Energy Certificate 4.2 choose from approved software options a software package which is appropriate to the type of assessment being carried out 4.3 use the approved software to prepare Non-domestic Green Deal Reports 4.4 ensure that values entered for all components are accurate 4.5 identify areas of potential uncertainty or insufficient information which could affect value attribution and carry out checks to avoid likely errors 4.6 carry out further investigations to identify appropriate values in order to reduce or eliminate use of default values and the “unknown” option, including requesting advice from a specialist where appropriate 4.7 when the use of default values or “unknown” is unavoidable, explain why this was the case and the steps taken to try to avoid their use, in accordance with relevant conventions and Code of Practice.

<b>Learning outcome</b>
The learner will: 5. be able to assess energy efficiency measures for the non-domestic Green Deal Advice report.
<b>Assessment criteria</b>
The learner can: 5.1 identify ways of optimising the efficiency of current plant and equipment in relation to heating, lighting and air conditioning 5.2 generate energy efficiency measures which are feasible, practical and appropriate for the property using the approved software and the guidance or conventions applying to its use 5.3 identify energy efficiency measures which take account of: <ul style="list-style-type: none"> <li>• the interaction between the building fabric and the building services</li> <li>• building location</li> <li>• needs, circumstances and motivations of the customer</li> </ul> 5.4 evaluate the feasibility, practicality and relevance of alternatives in relation to the fabric of the building and the building services 5.5 establish the relative costs of any energy efficiency measures which may be proposed 5.6 provide impartial advice when identifying effective energy efficiency measures 5.7 use approved software to: <ul style="list-style-type: none"> <li>• estimate energy use and associated energy costs</li> <li>• estimate energy and cost savings from energy efficiency measures</li> <li>• adjust the assumed defaults in accordance with the operational profile and fuel prices to reflect actual tariffs</li> <li>• produce figures to be used in the non-domestic Green Deal (Golden Rule) calculation</li> <li>• assess which energy efficiency measures or packages of measures are likely to be eligible for Green Deal finance</li> <li>• normalise metrics between the Energy Performance Certificate and energy consumption data to improve the estimates of energy savings from energy efficiency measures</li> </ul> 5.8 prepare Non-domestic Green Deal Advice Reports that meet scheme requirements and certification body requirements 5.9 incorporate outputs from any specialist assessment(s) in the Non-domestic Green Deal Advice Report 5.10 disclose any referral fees or other benefits to be received should the customer follow suggestions for particular products, services or suppliers.

**Learning outcome**

The learner will:

6. be able to prepare, lodge and issue Non-domestic Green Deal Advice Reports.

**Assessment criteria**

The learner can:

- 6.1 identify the legal requirements which impact on energy use and carbon emissions and their impact on energy efficiency measures being considered
- 6.2 where specialist assessment is required, record the choice of specialist and the basis for this choice, retaining evidence of their suitability to undertake the specialist assessment in the property
- 6.3 explain to the client how the energy efficiency measures are assessed against the Golden Rule and that this is done at the quoting stage
- 6.4 check the Non-domestic Green Deal Advice Report to ensure it is clear and complete
- 6.5 collate and maintain information in support of:
  - investigations carried out
  - values attributed
  - energy efficiency options considered
  - energy efficiency options rejected with justification
  - specific decisions made and energy efficiency measures proposed
- 6.6 follow the procedure for lodging Non-domestic Green Deal Advice Reports on the prescribed national register
- 6.7 issue Non-domestic Green Deal Advice Reports to customers
- 6.8 follow the procedure for updating the Energy Performance Certificate after the installation of agreed energy efficiency measures
- 6.9 maintain internal records which are clear, complete and meet Green Deal and statutory requirements and follow accepted professional standards.

## Unit 413

## Explain the Green Deal Advice Report to the Non-domestic customer

<b>UAN:</b>	Y/503/8191
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is based on the National Occupational Standards for Non-Domestic Energy Advisors
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.

<b>Learning outcome</b>
The learner will: 1. understand the process of explaining the Green Deal Advice Report to non-domestic customers.
<b>Assessment criteria</b>
The learner can: 1.1 describe the requirements of the Green Deal Code of Practice in respect of issuing the Green Deal Advice Report to customers and the professional responsibilities and liabilities in the giving of advice and any disclaimers that should be made 1.2 identify the difference between high, medium and low carbon impact energy efficiency measures and the scale of savings that each may achieve 1.3 explain which energy efficiency measures have the greatest impact on the energy performance of a building and explain why 1.4 describe the benefits of installing energy efficiency measures as a package and the importance of the sequence of installation 1.5 explain how estimates of costs are arrived at and how robust they are and for how long they will be valid 1.6 identify the different circumstances and requirements of rural customers and those living in traditional buildings 1.7 explain the impact of how the building is managed on the potential energy savings and actual costs 1.8 identify the specific advice needed to implement recommendations 1.9 explain the funding options available and the eligibility requirements of the Green Deal finance package 1.10 establish the critical factors for the customer in deciding which measures to pursue including economic and operational circumstances

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| <p>1.11 identify ways of creating a clear demarcation between the independent and impartial stage of the process and the declaration of any links to providers and/or suppliers</p> <p>1.12 explain the next steps in the process, the key individuals and organisations involved and how to contact them and how to provide impartial information</p> <p>1.13 explain how to disclose links to suppliers of products and services in a manner that ensures the customer understands the implications of your further engagement in the Green Deal process.</p> |
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<p><b>Learning outcome</b></p>
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<p>The learner will:</p>
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| <p>2. be able to explain the components of the Green Deal Advice Report and their implications to the Non-domestic customer.</p> |
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<p><b>Assessment criteria</b></p>
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<p>The learner can:</p>
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| <p>2.1 explain the hierarchy of energy efficiency measures based on carbon impact and payback</p> <p>2.2 explain the difference between high, medium and low carbon impact efficiency measures and the relative scale of savings which may be achieved</p> <p>2.3 explain which energy efficiency measures have greater impact on the energy performance of a building</p> <p>2.4 explain the relationship between:</p> <ul style="list-style-type: none"> <li>• the Energy Performance Certificate asset rating based on standard assumptions</li> <li>• the Display Energy Certificate operational rating based on metered fuel use</li> <li>• the estimated savings based on the current use of the building</li> </ul> <p>2.5 explore the merits and demerits of the proposed energy efficiency measures</p> <p>2.6 identify ways of overcoming any barriers to implementing the energy efficiency measures</p> <p>2.7 explain the benefits of installing several measures as part of a package and the advantage of correctly sequencing the installation</p> <p>2.8 explain how estimates of running costs have been arrived at, how robust they are and for how long they are valid</p> <p>2.9 explain the gap between standard savings and likely savings based on occupancy</p> <p>2.10 identify ways in which the recommendations can be implemented and where to go for help</p> <p>2.11 provide information on how the management of the building and its services can impact on energy savings and costs</p> <p>2.12 indicate how any future changes in energy consumption and costs not included in the assessment may impact on savings</p> <p>2.13 explain any relevant incentives for the customer adopting the proposed Green Deal package of energy measures</p> <p>2.14 explain any likely limitations on customer choice in respect of brands and appearance of equipment and materials that installers will provide in implementing the package of measures</p> <p>2.15 explain the funding options available and how to apply for funding.</p> |
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<b>Learning outcome</b>
The learner will: 3. be able to prepare and present a Green Deal Advice Report in a professional and impartial manner.
<b>Assessment criteria</b>
The learner can: 3.1 provide precise disclosure of the limitations on the advice being given 3.2 make clear the impartial technical advice being provided up to this point 3.3 explain to the client the extent of personal responsibility for the recommendations made, including appropriate disclaimers 3.4 inform the customer of any fees that the Green Deal Adviser may receive if the customer follows the advice given in relation to one or more energy efficiency measure 3.5 explain any specific links with suppliers of Green Deal products and services and that any further involvement in the process will involve exclusive promotion of the products and services of those suppliers 3.6 inform the customer of the Green Deal Code of Practice that regulates the preparation and issuing of the Green Deal Advice Report 3.7 make clear the roles and responsibilities of the various parties involved in the Green Deal and who may be involved in the next stages of the process 3.8 make the customer aware of responsibilities to future occupiers in terms of potential changes in energy savings should energy saving features be removed 3.9 respond to customer questions, issues and concerns in relation to the Green Deal Advice Reports and the next steps in the process within the limits of personal expertise and knowledge 3.10 identify the specific needs of customers including those in rural locations, those off the gas grid or occupying traditional buildings.



## Relationships to other qualifications

### Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 3 Diploma in Green Deal Domestic Advice (6066-01)
- Level 3 Certificate in Non-Domestic Energy Assessment (6361-02)

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.



**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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