

Level 3 Certificate in Domestic Energy Assessment (6361-01)

(Revised units 331-334)

September 2017 Version 3.4



Qualification at a glance

Subject area	Energy Assessment
City & Guilds number	6361
Age group approved	16-18, 19+
Entry requirements	N/A
Assessment	Assignment and Portfolio
Fast track	Available
Support materials	Centre handbook Assessment pack Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Certificate in Domestic Energy Assessment	120	250	6361-01	600/5739/7

Version and date	Change detail	Section
Version 2 Nov 2012	Amended information under Centre staffing and Assessors and Internal Quality Assurer	Section 2
Version 3 March 2013	Amended 'age group approved' to 18+	Qualification at a glance
Version 3.1 June 2013	Amended approval to remove fast track approval paragraph	Approval Section 2
Version 3.2 March 2015	Age range update to 16-18, 19+	Qualification at a glance
Version 3.3 Feb 2017	Age range corrected to 16+	Centre Requirements
Version 3.4 September 2017	Added TQT details Deleted QCF	Qualification at a glance & Structure Throughout



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are these qualifications for?	<p>The City & Guilds Certificate in Domestic Energy Assessment has been developed as a professional qualification for learners wishing to become an accredited Domestic Energy Assessor (DEA).</p> <p>This qualification has been developed in line with National Occupational Standards and in collaboration with Asset Skills. The qualifications support Government initiatives in providing a competent workforce to meet the requirements of the Energy Performance of Buildings Directive (EPBD). This European directive sets out the need for Energy Performance Certificates (EPC). All homes bought, sold or rented require an EPC, which provides information on how to make domestic building more energy efficient and reduce carbon dioxide emissions.</p> <p>The DEA produces an EPC when a dwelling is sold or rented, using Reduced Data Standard Assessment Procedure (RDSAP) or equivalent approved software.</p>
What do the qualifications cover?	<p>The aims of this qualification is to meet the needs of candidates who work or want to work as a Domestic Energy Assessor in the property sector and to allow candidates to learn, develop and practise the skills required for employment and/or career progression in the property sector.</p>
What opportunities for progression are there?	<p>Learners may wish to progress on to higher level qualifications in Energy Assessment. Learners may also wish to become a Green Deal Advisor.</p>

Structure

To achieve the **Level 3 Certificate in Domestic Energy Assessment (6361-01)**, learners must achieve **25** credits from the mandatory units listed in the table below.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
H/503/8162	331	Conduct energy assessments in a safe, effective and professional manner	6
K/503/8163	332	Prepare for energy assessments of domestic property	4
T/503/8165	333	Undertake energy inspections	11
J/504/0924	334	Produce and explain Energy Performance Certificates relating to domestic property	4

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.

Title and level	GLH	TQT
Level 3 Certificate in Domestic Energy Assessment	120	250



2 Centre requirements

Approval

Centres not yet approved by City & Guilds to offer qualifications are required to complete both the Centre Approval Process and the Qualification Approval Process.

Please refer to our *Centre Manual - Supporting Customer Excellence* documents for further information, and for guidance on administration and quality assurance.

Resource requirements

Physical resources

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- examinations secretary
- tutor
- invigilator.

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 the same level as the training being delivered
- have occupational expertise relevant to the inspection and reporting of residential property for energy assessment inspection purposes
- have a sound knowledge and understanding of the most recent version of RdSAP
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, 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, or meet the relevant experience requirements above.

Assessors should have appropriate occupational expertise relevant to property inspection and the production of EPCs. It is recommended that assessors:

- hold the Level 3 Certificate in 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.

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

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. There are no formal entry requirements for candidates undertaking the qualification. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualification.

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

External quality assurance

External quality assurance for the qualification will be provided by City & Guilds external verification process.

Qualification Consultants are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, Qualification Consultants must have appropriate occupational and verifying knowledge and expertise. They must be familiar with the National Occupational Standards for Domestic Energy Assessors (Domestic). City & Guilds Qualification Consultants attend training and development designed to keep them up-to-date, facilitate standardisation between verifiers and share good practice.



3 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way that:

- best meets the needs and capabilities of their candidates
- which satisfies the requirements of the qualification.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

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.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on 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 Qualification Consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

For these qualifications, learners will be required to complete the following assessments.

Unit	Title	Assessment method	Where to obtain assessment materials
331	Conduct energy assessments in a safe, effective and professional manner	Portfolio This unit will be assessed via observation and the development of a portfolio in a working environment and will be assessed to the assessment criteria set out in the unit.	The logbook for this unit is available to download from the City & Guilds website www.cityandguilds.com
332	Prepare for energy assessments of domestic property	Assignment 6361-332 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. City & Guilds devised assignment, internally marked, externally verified.	This assignment will be available from the City & Guilds website www.cityandguilds.com Passwords will be available on the Walled Garden.
333	Undertake energy inspections	Assignment 6361-333 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. City & Guilds devised assignment, internally marked, externally verified.	This assignment will be available from the City & Guilds website www.cityandguilds.com Passwords will be available on the Walled Garden.
334	Produce and explain Energy Performance Certificates relating to domestic property	Assignment 6361-334 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. City & Guilds devised assignment, internally marked, externally verified.	This assignment will be available from the City & Guilds website www.cityandguilds.com Passwords will be available on the Walled Garden.



Units

Availability of units

The units for this qualification follow. The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications (**register.ofqual.gov.uk**).

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by the Sector Skills Council
- learning outcomes which are comprised of a number of assessment criteria

Unit 331

Conduct energy assessments in a safe, effective and professional manner

UAN:	H/503/8162
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is based on the National Occupational Standards for Domestic Energy Assessors.
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	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.

Learning outcome
The learner will: 1 Understand the health and safety requirements when undertaking energy assessments
Assessment criteria
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 1.7 explain who should be informed of any conflicts between different health, safety and security requirements 1.8 describe the procedures for different types of emergency

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| 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 |
| 1.10 | identify the actions that may be taken to protect customers' property. |

Learning outcome	
The learner will:	
2	Understand the legislation, codes of conduct and compliance requirements in relation to energy assessment
Assessment criteria	
The learner can:	
2.1	explain why it is important to promote goodwill and trust when working with others and ways in which this can be achieved
2.2	explain how to identify the information you require and the potential sources of such information
2.3	describe how to respond to enquiries from others and how to clarify their information needs
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
2.5	define the extent and limits for your own competence and expertise and the importance of not working beyond these limits
2.6	describe the ways in which disputes or differences of opinion should be handled and resolved to minimise offence and maintain respect
2.7	describe the formal complaints procedure that covers your work in terms of: <ul style="list-style-type: none"> • any specific organisational requirements with regard to complaints • 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
2.8	identify the range of potential conflicts of interest that you may encounter and the action required to manage these
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
2.10	describe the ways in which you may develop yourself within your role to cover your development needs
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
2.12	explain the need for prompt responses to enquiries.

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: <ul style="list-style-type: none"> • 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.

Learning outcome
The learner will: 4 Be able to comply with organisational and legal requirements at all times
Assessment criteria
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.

Learning outcome
The learner will: 5 Be able to maintain health, safety and security at work
Assessment criteria
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 colleagues, 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: <ul style="list-style-type: none"> • 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 332

Prepare for energy assessments of domestic property

UAN:	K/503/8163
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is based on the National Occupational Standards for Domestic Energy Assessors.
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit aims to develop the knowledge and skills needed to prepare prior to making an energy assessment eg taking instructions, clarifying requirements and making initial investigations relating to the property of properties.

Learning outcome
The learner will: 1 Understand the legislation and regulations relating to energy assessments and Energy Performance Certificates
Assessment criteria
The learner can: 1.1 explain the relevant legislation giving rise to energy assessments and Energy Performance Certificates, for England and Wales and for the Devolved Administrations 1.2 explain the regulations and guidance under that legislation relating to the role of Domestic Energy Assessors or alternatives within the Devolved Administrations and the undertaking of energy assessments 1.3 identify the types of property and situations that do not by law require an Energy Performance Certificate 1.4 explain the principles of the Green Deal and the role of Energy Performance Certificates within Green Deal.

Learning outcome
The learner will: 2 Understand how to agree and confirm instructions to undertake energy assessments
Assessment criteria
The learner can: 2.1 explain how to clarify and confirm the expectations of the customer 2.2 describe the basic principles of the Green Deal or equivalents within the Devolved Administrations, and the role of Energy Performance Certificates within those schemes 2.3 state when a potential conflict of interest will require disclosure to the customer, or will require the need to decline the instructions altogether 2.4 explain the limitations and constraints that apply to the conduct of energy assessments and to the prescribed methodology 2.5 describe the limited circumstances where representative properties and/or data collected by others may be used in the preparation of Energy Performance Certificates for existing dwellings 2.6 identify alternatives to the prescribed methodology for existing homes, Reduced Data SAP (RdSAP) and the circumstances when an alternative methodology should be considered 2.7 describe the options that the client could consider regarding the use of an alternative assessment methodology, such as referring on to an assessor accredited for that methodology 2.8 explain the importance of confirming in writing the arrangements agreed between you and the customer 2.9 describe the fee structures and payment arrangements for energy assessments 2.10 explain how to confirm on-site inspection arrangements with the customer or other occupier 2.11 explain the importance of confirming whether any specific arrangements apply to the energy assessment 2.12 describe how to identify and explain any circumstances that prevent you from undertaking an energy assessment 2.13 describe how to explain that ratings and recommendations may differ from past assessments due to changes in methodology or legislation and other differences.

Learning outcome
The learner will: 3 Understand how to investigate relevant matters relating to the property
Assessment criteria
The learner can: 3.1 explain the different types of information that it is important to obtain to generate a complete and accurate Energy Performance Certificate 3.2 identify the different sources of information relating to the energy performance of the property that can be investigated 3.3 describe how to obtain information on relevant matters relating to the energy performance of the property 3.4 identify the prevailing geographical/environmental features that may affect the energy performance of the property 3.5 describe how to evaluate relevant information in order to identify any significant factors that may influence the energy assessment 3.6 describe how to identify circumstances that prevent you from assessing the energy performance of the property 3.7 explain why it is important to ensure that you have access to the most up-to-date version of the RdSAP software and associated reference materials.

Learning outcome
The learner will: 4 Be able to agree and confirm instructions to undertake energy assessments
Assessment criteria
The learner can: 4.1 clarify and confirm the expectations and requirements of the client 4.2 respond to requests to undertake energy assessments 4.3 explain to the client that an Energy Performance Certificate is a legally required document, that its form and content is prescribed and that it must be accompanied by cost effective recommendations 4.4 explain to the client the terms and conditions under which the energy assessment will be undertaken including any circumstances or constraints that may prevent it 4.5 explain to the client when a potential conflict of interest requires disclosure to the client or requires the energy assessor to decline the instructions altogether 4.6 explain to the client the limited circumstances where representative properties and/or data collected by others may be used in the preparation of Energy Performance Certificates for existing dwellings 4.7 where use of the Reduced Data SAP (RdSAP) methodology is not appropriate, direct the customer towards the appropriate approved assessment methodology 4.8 confirm agreed arrangements in writing, including date and specific circumstances, protocols and the prescribed form and content

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| 4.9 | confirm with the client on-site inspection arrangements, including any specific arrangements, the fee structures and payment arrangements |
| 4.10 | where necessary, explain to the client that ratings and recommendations may differ from past assessments due to changes in methodology or legislation, and other differences. |

Learning outcome

The learner will:

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| 5 | Be able to agree and confirm instructions to undertake energy assessments |
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Assessment criteria

The learner can:

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| 5.1 | explain options that the client could consider regarding the use of an alternative assessment methodology, such as referring on to an assessor accredited for that methodology |
| 5.2 | investigate and record the information necessary to generate a complete and accurate Energy Performance Certificate |
| 5.3 | evaluate significant factors such as geographical/environmental features that may influence or affect the conduct of the energy assessment |
| 5.4 | identify circumstances that prevent the assessment of the energy performance of a property (eg health and safety) and ensure that the client is informed |
| 5.5 | ensure that the most up-to-date version of the prescribed software and associated reference materials can be accessed. |

Unit 333

Undertake energy inspections

UAN:	T/503/8165
Level:	Level 3
Credit value:	11
GLH:	45
Relationship to NOS:	This unit is based on the National Occupational Standards for Domestic Energy Assessors.
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	The aim of this unit is for learners to develop the competencies to carry out an inspection in order to determine the energy performance of property by gathering data and information in accordance with the prescribed methodology (RDSAP) to generate an Energy Performance Certificate.

Learning outcome
The learner will: 1 Understand the information that is needed to produce the data to generate an Energy Performance Certificate (EPC) of a domestic property
Assessment criteria
The learner can: 1.1 explain the principles of building structure, services, elements and fabric as relevant to energy performance of property 1.2 identify the equipment and resources needed for the inspection and explain how to use them 1.3 explain the detailed inspection requirements that apply to a property as defined by the current prescribed methodology, including the definitions and conventions that apply 1.4 identify the various characteristics of buildings 1.5 identify the space and water heating system(s) and lighting systems present at the property 1.6 explain the consequences, for both the rating result and energy efficiency measures, of recording an item as 'unknown' or 'as built' 1.7 state the purpose behind government procedures for assessing the energy performance of property.

Learning outcome
The learner will: 2 Understand the range of factors that affect the energy performance of a property
Assessment criteria
The learner can: 2.1 explain the factors and assumptions that are made in determining energy performance 2.2 explain the definitions and conventions of RdSAP methodology and the effect of changes to them over time 2.3 identify the factors that are not deemed to affect the energy performance 2.4 explain the relative sensitivity of the different factors that affect energy performance and critical property features where incorrect choice of values will be significantly detrimental to accuracy 2.5 identify and outline the differences between the RdSAP and Standard Assessment Procedure (SAP) energy assessment methodologies <ul style="list-style-type: none"> • explain the factors that could affect the choice of energy efficiency measures for the property, including: <ul style="list-style-type: none"> - issues that make them unsuitable for the property - interactions between building fabric and building services - listed building status/conservation areas 2.6 explain the requirements and application of relevant building regulations and other technical standards 2.7 explain the purpose behind government procedures for assessing the energy performance of property 2.8 describe the types of behavioural advice regarding energy efficiency that can be provided to occupants during inspection 2.9 identify the sources of information and advice about energy performance to which occupants can be referred.

Learning outcome
The learner will: 3 Understand how to collate and maintain records of inspection findings
Assessment criteria
The learner can: 3.1 explain the importance of keeping your records legible, complete and accurate 3.2 explain the purpose behind government procedures for assessing the energy performance of property 3.3 identify the range of methods, formats and conventions for recording information and evidence on the property and its energy performance 3.4 identify the required range of information and evidence relating to the property and its energy performance as defined by the current RdSAP methodology and its associated guidance and conventions

3.5	identify the level of detail within your records required to produce complete and comprehensive Energy Performance Certificates and justify your decisions on values recorded and energy efficiency measures selected
3.6	describe the importance of making and maintaining records that are complete, accurate and legible
3.7	state the reasons why it is necessary and important to record where and why accurate inspection has not been possible
3.8	describe the circumstances in which records can include the fact that information is 'unknown' and the evidence required to support this choice
3.9	describe why it is important to store records securely allowing for future access
3.10	state the purposes for which your records may be used.

Learning outcome	
The learner will:	
4	Be able to inspect property to determine energy performance
Assessment criteria	
The learner can:	
4.1	introduce self and provide evidence of identity to those present at the property before commencing the inspection
4.2	ensure that you have the equipment and resources needed for the inspection, use them correctly and interpret data accurately
4.3	identify and record the age and method of construction of the property, the main materials used including the glazing, and the space, water-heating and lighting systems present
4.4	explain to the client any circumstances which prevent the inspection of the property
4.5	undertake a methodical visual inspection of all relevant aspects of the property in accordance with the requirements of the Reduced Data SAP (RdSAP) methodology and its conventions, to provide an outcome which is consistent with other energy assessors
4.6	provide behavioural advice regarding energy efficiency to occupants where possible and sources of further information and advice.

Learning outcome	
The learner will:	
5	Be able to collate relevant information to assess the energy level of the property
Assessment criteria	
The learner can:	
5.1	make accurate observations and measurements to provide data for calculation of energy performance ratings
5.2	obtain all additional information that is needed about the property especially where this is needed to avoid recording an item as 'unknown'
5.3	make further investigations where observations are inconsistent with existing evidence and expected findings, identifying the causes of these inconsistencies

5.4	identify property features, 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
5.5	follow the correct procedures for collecting information to enable the energy efficiency of the property to be determined
5.6	identify and record any factors that could affect the choice of energy efficiency measures for the property, such as: <ul style="list-style-type: none"> • issues that make them unsuitable for the property • listed building status • interactions between building fabric and building services.

Learning outcome	
The learner will:	
6	Be able to maintain records of inspection findings
Assessment criteria	
The learner can:	
6.1	produce and maintain complete, accurate and legible records of your findings, including: <ul style="list-style-type: none"> • investigations carried out • values recorded • options considered
6.2	record information at a sufficient level of detail to produce complete and comprehensive Energy Performance Certificates and justify your decisions on values recorded and energy efficiency measures selected
6.3	identify the range of information and evidence relating to the property and its energy performance as defined by the current RdSAP methodology and its associated guidance and conventions
6.4	create, maintain and supply records of which energy efficiency measures were considered and rejected with reasons
6.5	explain and record any circumstances where accurate inspection has not been possible or where the information is 'unknown'
6.6	ensure that records are catalogued and stored securely and can be readily accessed for appropriate purposes
6.7	co-operate promptly with requests for inspection records in relation to monitoring or investigation by your Accrediting Body, or equivalent in the Devolved Administrations.

Unit 334

Produce and explain Energy Performance Certificates relating to domestic property

UAN:	J/504/0924
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit is based on the National Occupational Standards for Domestic Energy Assessors.
Endorsement by a sector or regulatory body:	This unit is endorsed by Asset Skills, the Sector Skills Council for facilities management, housing, property, planning, cleaning and parking.
Aim:	This unit aims to cover the activities once the inspection is completed ie how the Energy Performance Certificate is produced and filed and how recommended measures to improve the energy performance of the property may need to be communicated to the relevant individuals.

Learning outcome
The learner will: 1 Understand the principles underpinning the Energy Performance Certification process
Assessment criteria
The learner can: 1.1 describe the implications for energy efficiency of building pathology and morphology and their implications for energy assessment and recommended action; the special considerations that apply to buildings of traditional construction 1.2 describe the relationship between the building fabric, building location and building services and their impact on energy assessment process and energy efficiency measures 1.3 identify ways of ensuring that the information gathered leads to realistic and practical energy efficiency measures 1.4 describe the necessary quality assurance checks to conduct on own information gathering to ensure values are correct and energy efficiency measures are realistic 1.5 describe how to identify problematic or 'unknown' factors which could affect value attribution 1.6 describe how to gather more information to avoid use of default

	values
1.7	identify the critical property features where incorrect choice of values will be significantly detrimental to accuracy
1.8	describe the prescribed format and content of an Energy Performance Certificate
1.9	describe the differences in the Energy Performance Certificate format used in England/Wales and in the Devolved Administrations
1.10	describe the conventions used in Reduced Data SAP (RdSAP) energy assessment and the implications for results when these change
1.11	describe the role of Government's Scheme Operational Requirements on Accreditation Bodies, or equivalents in the Devolved Administrations and how they must be followed to ensure the accuracy of entries and quality of energy efficiency measures
1.12	identify the special factors to take into account for listed buildings and other heritage factors
1.13	describe ways to minimise the impact of measures in conservation areas and/or listed buildings to address likely concerns of Conservation Officers, or equivalents in the Devolved Administrations
1.14	describe the range of energy efficiency measures to improve the energy performance of property that may be included within an Energy Performance Certificate.

Learning outcome	
The learner will:	
2	Understand the principles and operation of the approved software used to generate recommendations for improved energy performance of a property
Assessment criteria	
The learner can:	
2.1	describe the software used to produce Energy Performance Certificates and how to use it correctly
2.2	describe the principles underpinning the approved software used to calculate energy ratings
2.3	describe how to input data using the approved software in order to determine energy performance ratings
2.4	describe how to use approved software to generate energy efficiency measures for measures to improve the energy performance of property
2.5	identify the circumstances in which items can be recorded as 'unknown'
2.6	describe why it is important to check that data has been inputted correctly and how to review data if the calculation will not process or appears incorrect
2.7	describe why it is important to check the energy efficiency measures generated, deleting any that are inappropriate and providing your reasons
2.8	describe the way in which energy efficiency measures are generated and circumstances when it is appropriate to delete them

2.9	describe why it is important to use plain language and appropriate terms where free text is allowed and of complying with data protection
2.10	describe why it is important to check the Energy Performance Certificate to ensure it is clear and complete
2.11	explain the special considerations that apply to buildings of traditional construction in relation to their energy efficiency
2.12	identify areas of potential uncertainty or insufficient information which could affect value attribution and carry out checks to avoid common misattributions when inputting data
2.13	identify critical property features where incorrect choice of values will be significantly detrimental to accuracy in terms of: <ul style="list-style-type: none"> • rooms in the roof • retrofitted insulation • un-separated conservatory • extensions • wall construction • primary, secondary and portable heating • inadequate heating • age of main property and of any extensions or roof rooms • low and zero carbon technologies • any other features that when incorrectly identified will have a significant detrimental affect to rating accuracy
2.14	explain the circumstances in which items can be recorded as 'unknown'
2.15	explain the way in which recommendations are generated and the circumstances when it is appropriate to delete them
2.16	describe the role of Government's Scheme Operational Requirements on Accreditation Bodies and how they must be followed to ensure the accuracy of entries and quality of energy efficiency measures selected.

Learning outcome	
The learner will:	
3	Understand the process for issuing Energy Performance Certificates and explaining their contents
Assessment criteria	
The learner can:	
3.1	describe how to establish the customer's understanding of the Energy Performance Certification process and their expectations as to outcomes
3.2	identify the components and outcomes of the energy assessment process and likely customer queries about them
3.3	describe how to use the information technology underpinning the national register for lodgement and retrieval of Energy Performance Certificates and how to provide necessary audit evidence via electronic transfer
3.4	explain why it is important to inform the customer when the Energy Performance Certificate is available
3.5	describe how to interpret the ratings and energy efficiency measures provided in the Energy Performance Certificate

3.6	describe how to explain all the component parts of the Energy Performance Certificate and their implications clearly to the customer
3.7	identify the limitations of the approved software and their implications for both ratings and energy efficiency measures
3.8	describe the circumstances in which the data recorded on the prescribed database may be accessed by others
3.9	describe how to respond to queries regarding the Energy Performance Certificate and provide clarification of the contents
3.10	describe the limitations on answers to queries which it is appropriate to provide to customers
3.11	identify the sources of further information and advice to which people could be referred
3.12	describe the role of the Energy Performance Certificate within Green Deal
3.13	describe how customers can express an interest in the Green Deal and the first steps in the process
3.14	describe the characteristics of good customer service
3.15	describe the necessary features of a complaints procedure and how customers may access your own complaints procedure
3.16	describe the reasons for maintaining clear and complete internal records
3.17	identify the minimum period of time for which you must retain records
3.18	describe how to draw the customer's attention to any energy efficiency measures specifically excluded by the assessor if requested to by the customer
3.19	explain the terminology used on the Energy Performance Certificate, paying attention to differences between the precise meaning of the terms and their commonly used meaning
3.20	describe how to advise customers about ways to minimise the impact of measures in conservation areas and or listed buildings, to address likely concerns of Conservation Officers.

Learning outcome	
The learner will:	
4	Be able to generate Energy Performance Certificates using approved software
Assessment criteria	
The learner can:	
4.1	assemble and collate information from the on-site inspection and from other relevant and reliable sources
4.2	use approved software to determine energy performance ratings ensuring that data is entered accurately
4.3	take appropriate steps to correctly represent the property's critical property features to arrive at an accurate assessment of the property
4.4	obtain sufficient information to ensure values entered for all components are accurate
4.5	before inputting an item as 'unknown', carry out sufficient investigations to minimise the use of default values

4.6	use approved software to generate energy efficiency measures for the property
4.7	take account of the interaction between the building fabric and the services in the building when considering energy efficiency measures.

Learning outcome	
The learner will:	
5	Be able to produce an Energy Performance Certificate
Assessment criteria	
The learner can:	
5.1	produce an Energy Performance Certificate that meets relevant codes of practice and standards, including the accurate recording of the date prepared and relevant property address
5.2	use plain language and appropriate terms where free text is allowed
5.3	check the recommendations generated and delete any inappropriate ones, in accordance with conventions and providing reasons for doing so
5.4	provide a set of energy efficiency measures tailored to the fabric and location of the building, taking account of available fuel supplies and current conventions
5.5	check that data has been inputted correctly and review data if the calculation will not process or appears incorrect
5.6	recognise a result that is clearly incorrect for the property in question
5.7	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
5.8	check the data is complete before finalising the Energy Performance Certificate and check it to ensure it is clear and complete.

Learning outcome	
The learner will:	
6	Be able to issue and explain the Energy Performance Certificate
Assessment criteria	
The learner can:	
6.1	lodge Energy Performance Certificates on the prescribed national databank on completion
6.2	inform the customer that the Energy Performance Certificate has been completed and is available to them
6.3	establish the customer's understanding of the Energy Performance Certification process and their expectations as to outcomes
6.4	explain all the component parts of the Energy Performance Certificate and their implications
6.5	explain variations between ratings and energy efficiency measures produced by different versions of the calculation methodology and between assessment undertaken using the different methodologies for new and existing homes

6.6	explain to customers the limitations of the approved software for both ratings and energy efficiency measures
6.7	respond to queries about the Energy Performance Certificate and clarify their contents when necessary
6.8	provide a high standard of customer service in all dealings with your customer including issuing and explaining their Energy Performance Certificate
6.9	inform your customer that you have a complaints procedure and advise them how to access it
6.10	collate relevant information as evidence to support the specific decisions made on values and energy efficiency measures considered
6.11	maintain records of which energy efficiency measures were considered and rejected with reasons
6.12	keep accurate and traceable records of investigations carried out, values attributed and options considered
6.13	maintain internal records which are clear, complete and conform to professional and statutory requirements.

Learning outcome	
The learner will:	
7	Be able to explain to customers how the Energy Performance Certificate may be used to improve the energy efficiency of domestic property
Assessment criteria	
The learner can:	
7.1	identify the circumstances where data collected during the inspection and recorded on the prescribed database may be accessed by others
7.2	identify relevant sources of additional information, advice and support
7.3	identify ways to minimise the impact of measures in conservation areas and/or listed buildings to address likely concerns of Conservation Officers
7.4	explain the precise meaning of any terms used on the Energy Performance Certificate where this differs from their commonly used meaning
7.5	explain why predicted savings from energy efficiency measures, based on standard occupancy, may not be achieved in practice
7.6	explain the role of the Energy Performance Certificate within Green Deal
7.7	explain how customers can express an interest in the Green Deal and the first steps in the process.



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

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

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.



Appendix 2 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**

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.

Centre Guide – Delivering International Qualifications 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres 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: centresupport@cityandguilds.com
Single subject qualifications 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: singlesubjects@cityandguilds.com
International awards 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: intops@cityandguilds.com
Walled Garden 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: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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 Land Based Services (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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