

# **Pearson Edexcel Level 3 Certificate in Domestic Energy Assessment**

## **Specification**

NVQ/Competence-based qualification

First registration August 2014

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson Edexcel Level 3 Certificate in Domestic Energy Assessment (QCF)

The QN remains the same.

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*All information in this specification is correct at time of going to publication.*

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## Summary of Pearson Edexcel Level 3 Certificate in Domestic Energy Assessment specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Domestic Energy Assessment
Qualification Number (QN)	601/0615/3
Regulation start date	14/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	25
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	250
Guided learning hours	120
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i> )
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

## Qualification number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification objectives

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The Pearson Edexcel Level 3 Certificate in Domestic Energy Assessment is for learners who work in, or want to work in the energy sector. It qualifies them to work as a Domestic Energy Assessor, which will allow them to produce Energy Performance Certificates (EPCs) for existing homes, once registered with an Accreditation Scheme.

It gives learners the opportunity to:

- demonstrate competence as a Domestic Energy Assessor (DEA)
- develop knowledge and skills related to the specified job roles in the energy assessor sector
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

## Relationship with previous qualifications

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This qualification is a replacement for the Pearson EDI Level 3 Certificate in Domestic Energy Assessment.

## Progression opportunities

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Learners who have achieved the Pearson Edexcel Level 3 NVQ Certificate can progress to pursue a career as a Domestic Energy Assessor (DEA).

## Industry support and recognition

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This qualification is supported by Asset Skills, the Skills Council for facilities management, housing, property, cleaning and parking.

## Relationship with National Occupational Standards

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This qualification is based on the National Occupational Standards (NOS) for property services, which were set and designed by Asset Skills, the Sector Skills Council for the sector.

### 3 Qualification structure

#### Pearson Edexcel Level 3 Certificate in Domestic Energy Assessment

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The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	25
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/503/8163	Prepare for Energy Assessments of Domestic Property	3	4	20
2	T/503/8165	Undertake Energy Inspections	3	11	45
3	H/503/8162	Conduct Energy Assessments in a Safe, Effective and Professional Manner	3	6	30
4	J/504/0924	Produce and Explain Energy Performance Certificates relating to Domestic Property	3	4	25

## 4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence. Learners may use the Pearson devised workbook to collate evidence gathered during the course of their work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy and process*, available on the Pearson website.
- a **combination** of these.

## Assessment strategy

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The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. Asset Skills have developed this in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Asset Skills assessment strategy. As stated in the assessment strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at [qualifications.pearson.com](http://qualifications.pearson.com).

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [qualifications.pearson.com](http://qualifications.pearson.com).

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

# 11 Unit format

Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

# **Unit 1: Prepare for Energy Assessments of Domestic property**

**Unit reference number:** K/503/8163

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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## **Unit aim**

This unit aims to develop the knowledge and skills needed to prepare prior to making an energy assessment, e.g. taking instructions, clarifying requirements and making initial investigations relating to the property or properties.

## **Unit assessment requirements/evidence requirements**

Specific assessment and evidence requirements are specified where applicable, can be found in *Annexe C*. Please also refer to the Asset Skills Assessment Principles (May 2012), found in *Annexe A*.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legislation and regulations relating to energy assessments and Energy Performance Certificates.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to agree and confirm instructions to undertake energy assessments.	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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to investigate relevant matters relating to the property.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to agree and confirm instructions to undertake energy assessments.	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.			
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to investigate relevant matters relating to the property.	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 (e.g. 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.			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 2: Undertake Energy Inspections**

**Unit reference number: T/503/8165**

**Level: 3**

**Credit value: 11**

**Guided learning hours: 45**

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### **Unit aim**

To develop the competences 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.

### **Unit assessment requirements/evidence requirements**

Specific assessment and evidence requirements are specified where applicable, can be found in *Annexe C*. Please also refer to the Asset Skills Assessment Principles (May 2012), found in *Annexe A*.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the information that is needed to produce the data to generate an Energy Performance Certificate (EPC) of a domestic property.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the range of factors that affect the energy performance of a property.	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 in outline the differences between the RdSAP and Standard Assessment Procedure (SAP) energy assessment methodologies: <ul style="list-style-type: none"> <li>• Explain the factors that could affect the choice of energy efficiency measures for the property, including:</li> <li>• Issues that make them unsuitable for the property</li> <li>• Interactions between building fabric and building services</li> <li>• Listed building status/conservation areas.</li> </ul>			
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to collate and maintain records of inspection findings.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to inspect property to determine energy performance.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to collate relevant information to assess the energy level of the property.	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"> <li>• Issues that make them unsuitable for the property</li> <li>• Listed building status</li> <li>• Interactions between building fabric and building services.</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to maintain records of inspection findings.	6.1	Produce and maintain complete, accurate and legible records of your findings, including: <ul style="list-style-type: none"> <li>• Investigations carried out</li> <li>• Values recorded</li> <li>• Options considered.</li> </ul>			
		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.			

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 3: Conduct energy assessments in a safe, effective and professional manner**

**Unit reference number:** H/503/8162

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 30

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### **Unit aim**

To develop knowledge, understanding and skills to contribute to the health, safety and security of the workplace, develop effective working relationships with others, and conduct energy assessments in a professional and ethical manner, complying with organisational and legal requirements at all times.

### **Unit assessment requirements/evidence requirements**

Specific assessment and evidence requirements are specified where applicable, can be found in *Annexe C*. Please also refer to the Asset Skills Assessment Principles (May 2012), found in *Annexe A*

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the Health and Safety requirements when undertaking energy assessments.	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.			
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the legislation, codes of conduct and compliance requirements in relation to energy assessment.	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"> <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>			
		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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the legislation, codes of conduct and compliance requirements in relation to energy assessment.	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"> <li>• The energy performance of buildings</li> <li>• Compliance with safe working practices</li> <li>• The relevant regulations in the Devolved Administrations</li> <li>• Where appropriate relevant legislation on the use of refrigerants.</li> </ul>			
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to comply with organisational and legal requirements at all times.	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 <ul style="list-style-type: none"> <li>The auditing and monitoring requirements of the relevant accreditation</li> </ul> Or <ul style="list-style-type: none"> <li>Certification organisation/s.</li> </ul>			
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to maintain health, safety and security at work.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to develop and maintain effective working relationships with colleagues, professionals, clients and others.	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"> <li>• Are outside own authority</li> <li>• Are beyond own area of knowledge or expertise</li> <li>• Involve confidential information.</li> </ul>			
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to conduct energy assessments in a professional manner.	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.			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

# **Unit 4: Produce and explain Energy Performance Certificates relating to Domestic Property**

**Unit reference number:** J/504/0924

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 25

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## **Unit aim**

This unit aims to cover the activities once the inspection is completed, i.e. 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.

## **Unit assessment requirements/evidence requirements**

Specific assessment and evidence requirements are specified where applicable, can be found in *Annexe C*. Please also refer to the Asset Skills Assessment Principles (May 2012), found in *Annexe A*.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles underpinning the Energy Performance Certification process.	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.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the principles and operation of the approved software used to generate recommendations for improved energy performance of a property.	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.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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"> <li>• Rooms in the roof</li> <li>• Retrofitted insulation</li> <li>• Un-separated conservatory</li> <li>• Extensions</li> <li>• Wall construction</li> <li>• Primary, secondary and portable heating</li> <li>• Inadequate heating</li> <li>• Age of main property and of any extensions or roof rooms</li> <li>• Low and Zero Carbon Technologies</li> <li>• Any other features that when incorrectly identified will have a significant detrimental effect to rating accuracy.</li> </ul>			
	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the process for issuing Energy performance Certificates and explaining their contents.	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.			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to generate Energy Performance Certificates using approved software	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to produce an Energy Performance Certificate.	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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to issue and explain the Energy Performance Certificate.	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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to explain to customers how use the Energy Performance Certificate may be used to improve the energy efficiency of domestic property.	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.			

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Internal verifier signature: \_\_\_\_\_

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## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## 13 Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** [wblcustomerservices@pearson.com](mailto:wblcustomerservices@pearson.com)

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** [wbl@pearson.com](mailto:wbl@pearson.com)

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email [wblcomplaints@pearson.com](mailto:wblcomplaints@pearson.com).

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

# Annexe A: Assessment requirements/strategy

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## 1. Introduction

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for competence based units of assessment which have been submitted by Asset Skills to the appropriate national qualification and credit framework.

ASSET SKILLS, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the Standards and Units and qualifications based upon them.

## 2. Assessment principles for competency-based units

2.1 The following principles will apply to Awarding

- 2.1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- 2.1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks.
- 2.1.3 Asset Skills does not prescribe a minimum number of observations. However, evidence provided must demonstrate that the candidate's competency is consistent and reliable.
- 2.1.4 Assessors can only assess in their acknowledged area of occupational competence.
- 2.1.5 Assessors and Internal Quality Assurers/Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- 2.1.6 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

### 3. Simulation and witness testimony for competency-based units

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain. The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- Infrequently occurring activities
- equality of access

#### 3.1 Simulation

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- All simulations should follow these documented plans
- A centre's overall strategy for simulation must be examined and approved by the external verifier
- There should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- The nature of the contingency must be realistic.

#### 3.2 Witness Testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Organisation guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

### 4. Recognition of prior learning and experience

- 4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.
- 4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment
- 4.3 Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- 4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

## 5. External quality assurance of assessment

- 5.1 Awarding organisations will operate a risk rating system of approved centres. This will be applied UK wide.
- 5.1.1 The awarding organisations will review centre risk ratings on an annual basis to ensure risk rating is still appropriate and take appropriate action to ensure quality assurance is maintained.

## 6. Framework criteria for the appointment of External Verifiers

- 6.1 Asset Skills aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications.
- 6.2 The criteria will apply to existing and new External Verifiers (EVs).
- 6.3 Verification competence:
- 6.3.1 The appointment and competence of External Verifiers must comply with current Ofqual regulations for QCF awarding organisations. Awarding organisations will ensure that External Verifiers:
- Hold or be working towards an appropriate external verifier qualification and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below):
- In England, Wales, Northern Ireland new External Verifiers must achieve an appropriate external verifier qualification within 12 months of beginning external verification.
  - In Scotland, all new EVs should have an assessment plan for achieving L&D unit 12 and be working towards achieving the awards. There is no timescale attached to the achievement of L&D unit 12.
- 6.4 Occupational competence
- All External Verifiers must:
- 6.4.1 Provide evidence of knowledge, understanding and application of the National Occupational Standards (NOS), units of assessment and assessment principles, together with technical definitions where appropriate. Awarding organisations should cover this requirement as part of their normal appointment process.
- 6.4.2 Have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. External Verifiers' experience and knowledge could be verified by:
- curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution

- 6.4.3 Have up-to-date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements.
- 6.4.4 Have a sound in-depth knowledge of, and uphold the integrity of the NOS, units of assessment and these assessment principles.
- 6.4.5 Undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
- 6.4.6 Be aware of national issues affecting vocational education, training and qualifications in the sector.
- 6.4.7 Have appropriate knowledge of the Asset Skills framework of qualifications in relevant areas to the qualifications being externally verified.
- 6.4.8 Demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.
- 6.4.9 Provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 6.5 Awarding organisations may have generic criteria and personnel specifications in addition to the above.

## **7. Framework criteria for the appointment of Internal Quality Assurers/Internal Verifiers**

- 7.1 Internal Quality Assurers/Internal Verifiers (IQAs/IVs) are appointed by and approved by the awarding organisation through their External Verifier.
- 7.2 This criteria will apply to existing and new IQAs/IVs.
- 7.3 IQAs/IVs should only verify the decisions of assessors which fall within their area of technical and occupational competence.
- 7.4 IQAs/IVs should be seen as the persons responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:
  - 7.4.1 IQAs/IVs will be employed directly or contractually by the same organisation (approved centre) as the assessors.

Or

  - 7.4.2 Acting as a counter-signatory on a short-term basis, a maximum period of 18 months, where IQAs/IVs have not yet achieved an appropriate qualification in internal verification.
- 7.5 The appointment and competence of IQAs/IVs must comply with current Regulatory Authority Regulations. IQAs/IVs will either:
  - a. hold or be working towards an appropriate internal verifier qualification:
    - In England, Wales and Northern Ireland all new IQAs/IVs should achieve an appropriate internal verifier qualification within 18 months of beginning internal quality assurance/verification duties. Internal quality assurance/verification decisions by Verifiers who are still working towards certification must be countersigned by an IQA/IV who has gained certification.

- In Scotland, all new Verifiers should have an assessment plan for achieving the learning and development (L&D) unit 11 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of learning and development (L&D) unit 11 during centre visits.
- All new IQAs/IVs must hold an appropriate qualification in assessment of competence.

Or

- b. Where employers opt for an '**employer direct**' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

**The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their awarding organisation and Asset Skills may choose between:**

- Achieving the appropriate regulatory body approved unit qualifications for internal quality assurance/verification

Or

- Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these quality assurance/verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the awarding organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

**The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with the relevant awarding organisation.**

- 7.5.1 It is desirable that all IQAs/IVs hold a relevant qualification.

IQAs/IVs will:

- 7.5.2 Have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. IQAs'/IVs' experience and knowledge could be verified by:
- curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- 7.5.3 Have expertise so they have up-to-date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements.

- 7.5.4 Have a sound in-depth knowledge of, and uphold the integrity of the NOS, units of assessment and these assessment principles.
- 7.5.5 Be prepared to participate in training activities for their continued professional development.
- 7.5.6 Demonstrate their ability to maintain occupational competence by continuous professional development.
- 7.5.7 Undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
- 7.5.8 Have knowledge of the requirements and application of the Asset Skills assessment principles.
- 7.5.9 Provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 7.6 Centres will be responsible for ensuring that internal quality assurers/internal verifiers plan and maintain continuous professional development.
- 7.7 Approved centres may have generic criteria and personnel specifications in addition to the above.

## **8. Framework criteria for the appointment of Assessors**

- 8.1 This section is intended to assist approved centres in the recruitment of those individuals who will act as Assessors within the approved centre.
- 8.2 Assessors are appointed by an approved centre and approved by the awarding organisation through their External Verifier.
  - 8.2.1 They should only assess in their area of technical and occupational competence as approved by their awarding organisations.
- 8.3 Assessors should be one of the following:
  - 8.3.1 Employed directly or contractually by the same organisation (centre) as the candidate.

Or

  - 8.3.2 Acting as a counter signatory on a short term basis (18 months) where the Centre Assessor has not yet achieved an appropriate qualification in assessment of competence.
- 8.4 The Assessor should have the following:
  - Assessment competence
  - Either:
    - 8.4.1
      - a. Hold or be working towards an appropriate qualification in assessment of competence:
        - In England, Wales and Northern Ireland, new Assessors must achieve an appropriate qualification in assessment of competence within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.

- In Scotland, all new Assessors should have an assessment plan for achieving 9D and/or 9DI units and be working towards achieving the units. External Verifiers will monitor progress and achievement towards the achievement of 9D and 9DI units during centre visits.
- Candidates in possession of a TQFE without having an appropriate 9D and 9DI units should undertake continuing professional development to demonstrate that they are working to the appropriate unit standard.

Or

- b. Where employers opt for an '**employer direct**' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

**The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their awarding organisation and Asset Skills may choose between:**

Achieving the appropriate regulatory body approved unit qualifications for assessment.

Or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by the awarding organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

**The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with the relevant awarding organisation.**

Occupational competence

All assessors must:

- 8.5.1 Have verifiable relevant current industry experience and knowledge of the occupational area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
- curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- 8.5.2 Have sufficient occupational expertise so they have up-to-date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements.

- 8.5.3 Have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of assessment and these assessment principles.
- 8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.
- 8.7 Approved centres may have generic criteria and personnel specifications in addition to the above.

## Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	Units	1 Level 3	2 Level 3	3 Level 3	4 Level 3
<b>Independent Enquirers</b>					
1	identify questions to answer and problems to resolve	•	•	•	•
2	plan and carry out research, appreciating the consequences of decisions	•	•	•	•
3	explore issues, events or problems from different perspectives	•	•	•	•
4	analyse and evaluate information, judging its relevance and value	•	•		•
5	consider the influence of circumstances, beliefs and feelings on decisions and events	•	•		•
6	support conclusions, using reasoned arguments and evidence	•	•	•	•
<b>Creative Thinkers</b>					
1	generate ideas and explore possibilities	•	•	•	
2	ask questions to extend their thinking	•	•		•
3	connect their own and others' ideas and experiences in inventive ways				
4	question their own and others' assumptions		•	•	•
5	try out alternatives or new solutions and follow ideas through				
6	adapt ideas as circumstances change			•	•
<b>Reflective Learners</b>					
1	assess themselves and others, identifying opportunities and achievements			•	•
2	set goals with success criteria for their development and work				
3	review progress, acting on the outcomes				•
4	invite feedback and deal positively with praise, setbacks and criticism				
5	evaluate experiences and learning to inform future progress				
6	communicate their learning in relevant ways for different audiences				

PLTS	Units	1	2	3	4
		Level 3	Level 3	Level 3	Level 3
<b>Team Workers</b>					
1	collaborate with others to work towards common goals	•	•	•	
2	reach agreements, managing discussions to achieve results			•	•
3	adapt behaviour to suit different roles and situations, including leadership roles		•	•	
4	show fairness and consideration to others			•	•
5	take responsibility, showing confidence in themselves and their contribution			•	•
6	provide constructive support and feedback to others		•	•	•
<b>Self-Managers</b>					
1	seek out challenges or new responsibilities and show flexibility when priorities change				
2	work towards goals, showing initiative, commitment and perseverance		•	•	•
3	organise time and resources, prioritising actions		•	•	•
4	anticipate, take and manage risks			•	•
5	deal with competing pressures, including personal and work-related demands				
6	respond positively to change, seeking advice and support when needed				
7	manage their emotions, and build and maintain relationships			•	•
<b>Effective Participants</b>					
1	discuss issues of concern, seeking resolution where needed	•	•	•	
2	present a persuasive case for action	•	•		
3	propose practical ways forward, breaking these down into manageable steps	•		•	
4	identify improvements that would benefit others as well as themselves	•		•	
5	try to influence others, negotiating and balancing diverse views to reach workable solutions	•			•
6	act as an advocate for views and beliefs that may differ from their own				•

## Annexe C: Portfolio Guidance

The following information is provided as guidance for centres to use when collecting evidence for the Portfolio of Evidence and details the information that Pearson would expect to see included for each of the qualifications.

### Portfolio for **Domestic Energy Assessor**

The following documents are to be provided to complete the Domestic Energy Assessor qualification.

#### Portfolio index

#### **Section 1 – Personal information** (✓ when complete) Pages ✓

ID Sheet	Candidate name, address, contact details and I.D. type photo		
CV	Current CV		
CPD	Evidence of current CPD relevant to any of the units and a personal development plan		
Certificates	Certificate copies for qualifications supporting APEL of any of the DEA units		

#### **Section 2 – Practical assessment coursework** (✓ when complete) Pages ✓

Evidence matrix	Completed table indicating which assessments cover each of the core requirements		
EPC 1	Address-		
EPC 2	Address-		
EPC 3	Address-		
EPC 4	Address-		
EPC 5	Address-		

#### **Section 3 – Other documents** (✓ when complete) Pages ✓

Terms of engagement	Your terms and conditions for providing an EPC		
Complaints policy	Your complaints policy		
Assessor observation	Confirmation from assessor of observed assessment including any relevant feedback.		
Other	Additional documents such as witness statements that will support other evidence supplied ( <i>indicate how any document is relevant</i> )		

**Section 4 – Workbooks** (✓ when complete)

Pages ✓

Workbook D4	Conduct energy assessments in a safe, effective and professional manner		
Supporting docs	A pre-inspection risk assessment form		
	A pre-inspection equipment check list		
	A complaints procedure		
	A letter to a prospective client declining to carry out an assessment		
	An email in response to a request to provide the contact details for the owner		
Workbook D5	Prepare for Energy Assessments of Domestic property		
Supporting docs	Telephone enquiry form		
	Confirmation of appointment letter		
	Letter advising an assessment could not go ahead		
Workbook D6	Undertake Energy Inspections		
Supporting docs	Record keeping method statement		
Workbook D7	Produce and explain EPCs relating to Domestic Property		
Supporting docs	Letter advising of complaints procedure		

**Section 5 – Supplementary questions** (✓ when complete)

Pages ✓

Approved evidence	<p>Either</p> <p>a. Evidence of satisfactory completion of a relevant EDI supplementary questions paper, or</p> <p>b. Evidence of approved examination pass, or</p> <p>c. Evidence of satisfactory completion of supplementary questions provided by the training provider and approved by the EDI verifier</p>		
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Each EPC submitted must include the following evidence:

<b>Pre assessment</b>		(✓ when complete)		Pages	✓
Background data checks	Background data collected prior to the assessment visit				

<b>Assessment</b>		(✓ when complete)		Pages	✓
Risk assessment	A risk assessment completed prior to the assessment				
Site notes	All notes related to the energy assessment including reflections on any decisions made and reasons for any options being rejected				
Valid evidence	Copy of any documents used as evidence for selections made				
Assessment documents	All documents generated as part of the energy assessment				
Photographs	Indexed and labelled photographs of all elements relevant to selections made in generating the report				

<b>Post assessment</b>		(✓ when complete)		Pages	✓
EPC	EPC (finalised to the point of being ready for lodgement)				
Cover letter to client	Cover letter to include any relevant additional information for the client including how to access the EPC				
Conclusion	Summary of the outcome of the report, the relevance of the recommendations to the client and property. Comment on any health & safety issues and recommend how they could be mitigated.				

If the qualification is being taken combined with the Green Deal Assessor units then the evidence for any EPC used for the Green Deal assessment should be included as one of the portfolio EPCs for the Energy Assessor units. The exception would be if the EPC used for a Green Deal assessment has been lodged (either by the learner having become accredited after completing the Energy Assessor units or by another accredited Energy Assessor) in which case the EPC will be assumed to be valid<sup>#</sup> unless shown not to be by evidence included in the Green Deal assessment.

<sup>#</sup> A lodged EPC will be subject to the relevant accreditation's quality control and audit procedures and it is not necessary for the assessment process to duplicate this. It does not however alter the requirement for the learner to show grounds for believing it to be suitable to use for a Green Deal assessment.

## Evidence matrix

In order to adequately cover the full assessment criteria the energy assessments must include properties of various ages and with a mixture of key features and both owner occupied and rented properties.

A total of five assessments must be completed and the evidence included in the portfolio. Those assessments must include at least one in each of the three age bands and at least one example of each of the column categories.

No more than one of the assessments may be against simulated evidence.

	Pre 1920	1921 – 1976	Post 1976
Flat			
House			
Solid wall			
Cavity wall			
System build or Timber frame			
No gas supply			
Min 2 extensions			
Measured glazing			

*Each property will probably meet several of the criteria but every criterion must be met by at least one.*

There is a requirement for the learner to demonstrate to the Assessor that they are competent to actually carry out the essential tasks in a professional manner. The learner must also demonstrate to the Assessor that they are able to utilise the skills and knowledge covered by the qualification in a live situation. It is not sufficient for the assessment to be based entirely on portfolio and workbook evidence.

It is recommended that this requirement is met by an observed assessment. Ideally the assessment would be observed by the Assessor however if it is considered more appropriate the assessment may be observed by a Trainer as part of the training course provided the Trainer provides an appropriate witness statement to the Assessor for inclusion in the portfolio.

If the Assessor believes that neither of the above is practical then the Assessor may meet the assessment requirement using a Structured Professional Interview however the Assessor will need to be able to demonstrate to a Verifier that the interview assessment has a level of rigour equivalent to that of an observed assessment.

**December 2017**

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