



ABBE Level 3 Certificate in Domestic Energy Assessment (QCF)

Qualification Handbook

**Unit 3 updated to cover changes to RDSAP from
April 2011.**

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CONTENTS

PAGE DELIBERATELY LEFT BLANK CONTENTS	2
CONTENTS	3
PART 1 Introduction	5
1.1 About The Awarding Body for the Built Environment (ABBE).....	5
1.2 Ofqual Qualification Data	5
1.3 Purpose and aims of the qualification	5
1.4 Progression	6
PART 2 General Qualification Guidance	7
2.1 The Qualifications and Credit Framework.....	7
2.2 Unit structure	7
2.3 Learning time	8
2.4 Resources.....	8
2.5 Delivery	8
2.6 Recruitment and access.....	8
2.7 Learners with particular assessment requirements	9
2.8 Role of learners	9
2.9 Role of mentors and advisors	10
2.10 Role of the assessor	10
2.11 Role of the internal verifier	11
2.12 Role of the external verifier	11
2.13 Assessment methods.....	11
2.14 Assessment records.....	12
2.15 Credits and recognising prior learning	12
2.16 Examination arrangements.....	13
2.17 Enquiries and appeals.....	14
2.18 Registering learners	15
PART 3 ABBE Level 3 Certificate in Domestic Energy Assessment	16
3.1 Qualification summary	16
3.2 Qualification evidence requirements summary.....	16

3.3	Assisting learners to find suitable properties	17
3.4	The qualification in diagram form:	19
3.5	QCF credit availability	20
3.6	External examination	21
3.7	Occupational competence of assessors and internal verifiers	22
3.8	Qualification structure and content	23
	PART 4 Qualification Units	24
	Unit 1: AS 01, Conduct energy assessments in a safe, effective and professional manner	24
	Unit 2: D 01, Prepare for energy assessments of domestic property	28
	Unit 3: D 03 - Undertake Energy Inspections	31
	Unit 4: D 04 - Produce and issue energy performance certificates relating to domestic property.....	35
	Unit 5: D 02, Additional Unit: Identify representative properties for sampling	38
	PART 5 Appendices	41
	Appendix 1 Additional Unit Information	41
	Appendix 2 Structured Professional Interview	43
	Appendix 3 Recommended equipment list	45
	Appendix 4 Example of completed age/built form table	46

PART 1 Introduction

This guide is for prospective and existing ABBE approved assessment centres that wish to offer the ABBE Level 3 Certificate in Domestic Energy Assessment (CertDEA) including organisations that employ prospective Domestic Energy Assessors (DEAs). It provides the qualification specification and guidance on evidence and assessment requirements.

This handbook should be used in conjunction with the ABBE Centre Operations Guide, available from the ABBE website www.abbega.co.uk, or by telephone from the ABBE office on 0121 331 5174.

1.1 About The Awarding Body for the Built Environment (ABBE)

ABBE is an Awarding Organisation regulated by Ofqual (The Office of Qualifications and Examinations Regulation) for the delivery of a range of qualifications that form part of the Qualifications and Credit Framework. ABBE has developed considerable expertise in overseeing high quality assessment for the higher level qualifications in the Property and Construction sectors of industry. Since its inception late 1997, ABBE has grown steadily and currently offers a suite of qualifications to industry through its nationwide network of approved assessment centres.

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1.2 Ofqual Qualification Data

ABBE Level 3 Certificate in Domestic Energy Assessment (CertDEA)

Qualification Number: 600/1118/X
Industry Sector: 7.3 Service Enterprises
Title: ABBE level 3 Certificate in Domestic Energy Assessment (QCF)
Operational Start Date: 01-Apr-2011
Review Date: 31-Jan-2013
Offered In England: Yes
Offered In Wales: Yes
Offered In Northern Ireland: Yes
Age ranges the qualification is approved for use with: 18+

1.3 Purpose and aims of the qualification

The ABBE CertDEA is a professional qualification for those who wish to pursue a career as a Domestic Energy Assessor (DEA). Once qualified, DEAs register with an Accreditation Scheme, which accredits them to produce Energy Performance Certificates (EPCs) for individual existing homes (not newly built), in accordance with legislation implementing the EU Directive on the Energy Performance of Buildings. In England and Wales, the relevant legislation is the Energy Performance of Buildings (Certificates and Inspections) (England and Wales) (Amendment) Regulations 2010 (SI20101456).

EPCs, energy ratings for homes similar to consumer-friendly 'fridge ratings', have been compulsory at the time of let or sale of domestic properties since 2008. EPCs can only be produced by qualified, accredited energy assessors. This qualification follows the format of the Qualification Credit Framework (QCF) Units, developed by Asset Skills in accordance with the wishes of the Department for Communities and Local Government (CLG).

The qualification is suitable for new entrants to the sector seeking to begin a career in energy assessment but also for those with experience in property inspection or surveying wishing to gain a qualification in energy assessment.

This qualification can be found on the Register of Regulated Qualifications at <http://register.ofqual.gov.uk>.

1.4 Progression

This qualification has been designed to encourage participation in education and training in other related areas by:

- Establishing a framework of education and training for prospective DEAs
- Enabling learners with expertise in other housing areas to qualify as DEAs
- Enabling learners from outside this industry to qualify as DEAs
- Enabling holders of the ABBE Award in Home Energy Advice (the theory award) to qualify as DEAs, with exemption from the external examination
- Recognising the Cert DEA against other qualifications within ABBE's wider suite of Energy Assessment, Home Inspection, and Energy Advice qualifications.

PART 2 General Qualification Guidance

2.1 The Qualifications and Credit Framework

The Qualifications and Credit Framework (QCF) is a new structure for recognising qualifications which replaces the National Qualifications Framework (NQF). It differs from the NQF by enabling recognition of smaller sections of learning which can be gained in a more flexible manner. Qualifications are now made up of individual units which each have their own credit value. One credit represents 10 hours of learning. It is the accumulation of this credit which builds to form the qualification.

The size of a qualification is now indicated as follows:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above)

The terms, Award, Certificate and Diploma then reflect the size of the qualification rather than its difficulty. The qualification levels indicate the complexity of the qualification. The levels range from Entry to Level 8.

Individual units can be shared between multiple qualifications to enable learners to move smoothly between qualifications without repetition of learning. This will be tracked through unique learner numbers (ULNs) assigned to all learners completing QCF units to enable them to transfer their credit through the QCF. Learners can choose to take individual units but in order to gain a qualification they must complete the set Rule of Combination (RoC) for a qualification. This is a structure which can be comprised of mandatory and optional units and defines what comprises the complete qualification.

For more information on the QCF visit www.qcda.gov.uk/qualifications

2.2 Unit structure

Each unit of the qualification is structured in the same way as follows:

Unit title: states the 'task/activity' to be undertaken.

Level: represents the complexity of the unit and the degree to which autonomous and co-operative working competencies are required successfully to carry out and complete the unit, ranging from entry level to level 8.

Credit value: identifies the number of credits for which the unit qualifies.

Purpose and Aim of unit: provides a summary of the content of the unit, including details of the individual elements which make up that unit.

Learning Outcomes: outline what learners must do to meet the requirements of the unit. The statements:

- set out what learners are expected to know, understand or be able to do as the result of the learning process.
- are capable of assessment and, in conjunction with the assessment criteria related to that outcome, set a clear assessment standard for the unit.

Assessment Criteria: outline what learners must demonstrate in order to satisfy the learning outcome of the unit. The statements:

- specify the standard learners are expected to meet to demonstrate that the learning outcomes of that unit have been achieved.
- are sufficiently detailed to support reliable, valid and consistent judgements that a learning outcome has been achieved, without creating an undue assessment burden for learners or assessors.
- do not include any explicit references to the methods or instruments of assessment to be used.

Fundamental knowledge and understanding: identifies the minimum range of topics, activities, variables or contexts over which the learner must demonstrate their knowledge or competence.

Evidence requirements/guidance: gives examples of types of evidence that the learner will need to submit.

2.3 Learning time

Learning time is a guide to how long it would take the average learner with no prior experience to complete a unit. This is intended as a guide only and the actual amounts of time will vary according to the existing skill and knowledge of the individual learner.

Learning time is divided into Guided Learning Hours (GLH) and Private Study. GLH refers to the amount of study undertaken by learners under the direction of their tutors. This could include tutorials, seminars, workshops, directed research, project or assignment work and assessment.

2.4 Resources

Centres must ensure that learners have access to resources of industry standard to support the delivery and assessment of this programme. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to demonstrate how learners will access any specialist resource requirements when they seek approval from ABBE.

All staff involved in the assessment and verification of this qualification must have the necessary occupational skills and experience required. See **Occupational competence of assessors and internal verifiers** (page 28 in Part 3 of this Handbook) for further details.

2.5 Delivery

It is important that centres develop an approach to teaching and learning that supports the assessment of the specialist vocational nature of the qualification. The specifications contain a balance of practical skill and knowledge requirements, some of which can be theoretical in nature.

Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector, and to generate workplace evidence for their portfolio.

2.6 Recruitment and access

ABBE's policy regarding access to its qualifications is that, wherever possible:

- the qualifications should be available to everyone who is capable of reaching the required standards and has access to appropriate work to generate evidence.
- the qualifications should be free from any barriers that restrict access and progression.

- there must be equality of opportunity for all wishing to access the qualifications.

Centres should ensure that they recruit learners to this qualification with integrity. This will include ensuring that applicants have appropriate information and advice about the award and that it will meet their needs and expectations.

Before accepting learners onto this qualification, Centres must assess each applicant's potential and make a professional judgment about their ability to successfully complete the programme of study, where applicable, and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow them to access the assessment for the qualification.

Further information on equal opportunities and access to fair assessment can be found in the ABBE Centre Operations Guide available on the ABBE website at www.abbega.co.uk or by telephone on 0121 331 5174.

2.7 Learners with particular assessment requirements

ABBE recognises that some learners have difficulty with the demands of a course or find the standard arrangements for the assessment of their vocational competence presents a challenge. This may apply to learners with known and long-standing learning difficulties and/or physical or other impairments.

Centres must take steps to ensure that any particular assessment requirements are identified as early in the programme as possible, preferably at initial assessment stage, and appropriate arrangements are put in place to support learners.

Further information on equal opportunities and access to assessment can be found in the ABBE Centre Operations Guide available on the ABBE website at www.abbega.co.uk or by telephone from 0121 331 5174.

2.8 Role of learners

Learners with the support of the assessor and employer will be:

- identifying sources of evidence;
- generating and collecting the evidence to demonstrate their competence to the requirements of the qualification;
- numbering and cross referencing evidence;
- checking whether further supporting evidence is needed;
- presenting evidence to the assessor;
- obtaining feedback from the assessor;
- carrying out any necessary follow-up action;
- arranging for simulations or other evidence gathering/assessment techniques needed to cover gaps in work experience and/or evidence.

Portfolio organisation

Learners must collect their evidence of competence together into a 'portfolio'. This could be held in hard copy or electronically.

Responsibility for developing the portfolio (and ownership of it) stays firmly with the learners, but it is very important that they receive continuous help and support. This help can come from a range of people, including line managers and colleagues, mentors, advisers, tutors, as well as the assessor. When an assessor is giving help and support, they must distinguish this from the work they do as part of the assessment process.

The quality and presentation of portfolios are central to the success of the learners' submissions. Each item must be clearly identified and accurately recorded. It should be easy to identify the competencies the learners are claiming with the evidence presented in their portfolios.

The importance of selection

The task of generating and collecting evidence for a portfolio is a new experience for many learners and there is a temptation to include everything that might seem to be of value. However, if an item does not show how a learner performed it may not be relevant at all.

Learners should always ask the question 'What does this prove?' and try to select evidence which they are proud of and which shows that they have done well. This will ensure good evidence, covering significant performance. The best portfolios are not necessarily the heaviest.

Confidentiality

There are some circumstances where learners (or their organisation) might have good reasons for not wishing original evidence to be viewed by others, (e.g. by assessors from a competitor organisation or disclosure of confidential information). The assessor should work with learners to respect these areas (e.g. by advising learners to remove confidential information from reports before submitting them).

2.9 Role of mentors and advisors

Centres may wish to allocate mentors or advisors to learners to provide support during the assessment process. They can provide encouragement, reassurance and support to learners, and act as advocates if need be. Mentors may come from within the employer organisation or from the approved assessment centre. They do not have a formal role or responsibility in assessment, but can act as an objective source of comment or guidance. They can help the learners to reflect on their activities and suggest solutions to problems. They can support them through the process of portfolio building, help them to identify possible sources of evidence, and where appropriate supply witness testimony.

2.10 Role of the assessor

The role of the assessor is to:

- Carry out initial assessments of learners to identify their current level of skills, knowledge and understanding and any training or development needs.
- Draw up assessment plans, identifying opportunities for evidence collection.
- Review the evidence presented against the requirements of the qualification, to make a judgement on the overall competence of learners.
- Provide feedback to learners on their performance and progress. This feedback needs to give learners a clear idea of how their portfolios are progressing to date and where further evidence is required and how best to obtain this. It should also enable learners to plan for those units where they currently have little experience or knowledge.

Further information on the role of the assessor can be found in the ABBE Guide for Assessors and Internal Verifiers.

2.11 Role of the internal verifier

An internal verifier must be appointed to ensure the quality and consistency of assessments within the centre. Each assessor's work must be checked and confirmed by an internal verifier. The internal verifier checks and standardises the assessment decisions made by the assessors in the centre.

The internal verifier must observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements.

Further information on the role of the internal verifier is available in the ABBE Guide for Assessors and Internal Verifiers.

2.12 Role of the external verifier

The external verifier checks the assessment and internal verification process and decisions made in the centre and authorises claims for certificates. The external verifier is appointed by ABBE.

Further information on the role of the external verifier is available in the ABBE Guide for Assessors and Internal Verifiers.

2.13 Assessment methods

Where ABBE has stipulated that a particular assessment method is to be used it **MUST** be followed. However, where the qualification units do not specify the use of a particular assessment method, then assessors can use other assessment methods to assess the evidence produced by their learners, such as:

- Direct observation of learners carrying out tasks or activities.
- Examination of work products produced by learners (e.g. diary notes, site notes, completed reports).
- Examination of witness testimonies from people, other than the assessor, who are prepared to provide statements detailing specific details of learners' performance.
- Review of records of 'question and answer' sessions covering specific aspects of the knowledge and understanding and scope.
- Examination of accreditation of prior learning evidence such as a mapping of a recognised APA (see sections 2.15 and 3.4 on APA).
- Structured Professional Interviews (SPIs)

Further information on these assessment methods can be found in the ABBE Guide for Assessors and Internal Verifiers.

When assessing learners' evidence, assessors must take the following into account:

- **Authenticity** – was this work produced by the individual learner? Does it reflect the learner's own performance?

It is essential to ensure that learners have generated the evidence provided. The evidence must be presented in a way that allows learners' contributions to be identified, and must relate to their own competence.

The assessor must ensure that evidence is authenticated by means of an endorsement by learners' line managers or colleagues, or by observing learners, or by questioning them. In some situations, a learner's role and responsibility may need to be described precisely to confirm

the authenticity of the evidence. This description must be signed by the appropriate parties (e.g. line manager or supervisor).

- **Sufficiency** – does the evidence presented cover all the learning outcomes and assessment criteria required by the QCF units?

Taken as a whole, the evidence must match the whole set of outcomes and enable assessors to judge that learners are consistently competent across all of the requirements of the qualification.

- **Currency** – does the evidence reflect a learner's current level of competence?

The assessor has to determine that learners are competent now and will continue to be so in the foreseeable future. To show this, evidence must be *current*. It should be as recent as possible, though this will depend on the nature of the evidence. One way learners can show how recent it is to (wherever possible) ensure that all pieces of evidence in the portfolio bear the date of their origination. The recognition of previous achievements raises particular issues of currency. If, for instance, legislation has changed since this activity, this item of evidence would have to be supported by evidence of their awareness of present legislation and how it would affect current practice at work.

- **Validity** – is this appropriate evidence for the competence being assessed?

The evidence learners present must be relevant to the unit they are undertaking and must satisfy the relevant learning outcome and assessment criterion. However, it is worth noting that one piece of evidence in a portfolio can be used to prove competence against more than one learning outcome or assessment criteria.

- **Reliability** – would this evidence produce the same assessment judgement if assessed by someone else?

Assessors must be confident in the quality of the evidence that has been presented. They need to consider whether they would make the same judgement on this evidence if they assessed it again in, perhaps, a month's time and also whether another assessor would make the same judgement if they assessed it.

2.14 Assessment records

The recording of assessment activity, including assessment decisions, and access to evidence is essential for verification purposes. The assessor **must** keep the following records and make them available for internal and external verification purposes:

- assessment plans for each learner
- records of assessment activity undertaken including observation of learners where appropriate
- records of assessment judgements made on learner evidence
- records of feedback to learners

Further information is available in the ABBE Guide for Assessors and Internal Verifiers.

2.15 Credits and recognising prior learning

There are two types of credit available: QCF credit and non QCF credit which ABBE governs.

QCF Credits

The QCF allows for units to be used in more than one qualification as well as for similar units to be recognised.

Where the **same unit** is used more than once then learners need to achieve that unit only once and do not have to do that unit again if they do another qualification where that unit also features. Assessors must record in their assessment records that learners have already achieved this unit.

If a qualification has a unit that is on the QCF with very similar content and credit value to that used elsewhere but it is not exactly the same then the Awarding Organisation can declare this as an **equivalent unit** to the unit in question. This means that while there are some small differences it will be accepted in place of the unit which would otherwise normally be taken by learners. Under these circumstances, learners can achieve this qualification but will not be accredited with the new qualification unit because it has been achieved elsewhere and credit already granted.

Non QCF credit – Recognition of Prior Learning and Exemptions

On occasion, learners may bring forward evidence of prior experience, learning or qualifications which can be recognised towards ABBE units and qualifications. This evidence can be categorised in the following ways:

Recognition of Prior Learning (RPL) – includes experience gained by learners through work or training activities for which they do not have formal certification. Employer organisations or training providers can apply to ABBE to have their training or academic programmes that are outside the QCF recognised formally as covering parts of qualifications (see separate Recognition of Prior Learning guide).

Exemptions – covers units or qualifications held by learners that do not have a predetermined credit value on the QCF, e.g. membership of a professional body, certified CPD training or NQF qualifications.

Centres must review any prior learning or achievements brought forward by learners to determine their suitability as evidence.

To be entitled to credits, learners must provide their assessment centre with proof of their achievements, e.g. certificates for Equivalent QCF units, details of training courses or membership of a professional body, and these must be included in their portfolio. Assessors must justify and record the basis of any exemptions or credits given.

As it is the responsibility of assessment centres to declare learners as competent or not, it will need to check and validate all credit claims made by learners.

Note: Learners who knowingly submit false information will have their ABBE certification withdrawn.

Guidance on how to handle learner claims for RPL or exemptions

It is a condition of approval that once an assessment centre has registered a learner that it must honour the RPL or exemptions that ABBE has authorised from any of the accredited providers. As it is the responsibility of assessment centres to declare learners as competent or not, they will need to check and validate all claims made by learners before formally granting credit or exemptions. Refusal to allocate the expected claim can only happen if there are strong reasons for doing so. Should this occur, then centres must advise ABBE in writing immediately for ABBE to consider the matter before any further action is taken.

2.16 Examination arrangements

The learner must pass the external examination set by ABBE to achieve the full qualification. The pass mark for this examination is 70%. The examination has been designed to test the knowledge and understanding component of the qualification and must be undertaken in addition to the learner collecting evidence to meet the evidence requirements of the units.

The examination is made up of multiple choice questions and is available online and on demand at a network of examination centres around the country.

Once a learner is registered for the qualification, ABBE will provide the assessment centre with a voucher number which the learner can use in combination with their ABBE registration number to book an examination at a time and location to suit themselves. Access to the booking system is through the ABBE website at www.abbeqa.co.uk. Full details of the examination booking process can be found in the ABBE On-line Examination System – Guidance for centres document. The ABBE candidate registration fee includes entry to two attempts at the examination. Any further attempts required will attract a new examination entry fee (see ABBE Fees List).

The learner receives their result and feedback on their performance in the examination in printed form as they leave the examination centre. All results are then confirmed to assessment centres on a weekly basis.

Failing the examination may indicate the need to for further study on the part of the learner which might be with direct assistance of the assessment centre or through focused self-learning themselves. This should be done prior to taking the examination for a further time.

Application of special arrangements and reasonable adjustments

The reasonable adjustments allowed for the external examination component are as follows:

Additional time	Where there is evidence of need, the centre may grant additional time to those learners whose ability to demonstrate attainment is affected by their disability or difficulty.
Amanuenses	An amanuenses is a person who, in an examination, records a learner's dictated answers to questions. Learners are eligible to use amanuenses if they suffer from long term or temporary disabilities that prevent them from providing their answers by other means.
Reader	A reader is a person, who in an examination, reads questions to a learner. Learners are eligible to use a reader if they suffer from a long term or temporary disability which prevents them from reading the questions themselves.

All special arrangements and reasonable adjustments must be requested at the time the candidate is first registered for the qualification with ABBE.

2.17 Enquiries and appeals

Verified units

If learners are in disagreement with their assessors concerning evidence assessments, they have the right to refer the matter to:

- The internal verifier within their centre.
- The centre manager, if the matter is still unresolved.
- The ABBE external verifier who may be consulted at the next visit. At this stage learners should provide the EV with records of the activity that has already been undertaken

In extreme circumstances, if the external verifier is unable to bring the matter to a satisfactory conclusion, then learners can appeal directly to ABBE.

ABBE will only accept an appeal from learners if the above steps have already been taken. Further details on appeals can be found in the ABBE Centre Operations Guide.

External examination

Where learners wish to appeal against their result in the examination, the centre or learner can apply for a results enquiry.

Further details on results enquiries and appeals can be found in the ABBE Centre Operations Guide available online. The costs associated with appeals or results enquiries can also be found on the ABBE web site.

2.18 Registering learners

Full details of how to register learners for this qualification and the examination and make claims for certificates can be found in the ABBE Centre Operations Guide on the website at abbeqa.co.uk.

Details of the fees for learner registration, entry for the examination and external verification can be found in the ABBE Fees List.

PART 3 ABBE Level 3 Certificate in Domestic Energy Assessment

3.1 Qualification summary

To achieve the full ABBE Level 3 Certificate in Domestic Energy Assessment, a learner must successfully complete **all 4 units and pass a short exam**.

The four units are listed below, together with their QCF reference number and Credit value. The qualification has a total learning time of 220 hours.

Qualification Structure (Rule of Combination)

Unit	Title	Credit value	Learning Time		QCF unit reference
			Guided learning (hours)	Private study (hours)	
1 (AS01)	Conduct energy assessments in a safe, effective and professional manner	5	25	25	T/601/5964
2 (D01)	Prepare for energy assessments of domestic property	4	15	25	L/502/6801
3 (D03)	Undertake Energy Inspections	9	35	55	J/502/6828
4 (DO4)	Produce and issue energy performance certificates relating to domestic property	4	20	20	R/502/6802
	<i>totals</i>	22	95	125	

The QCF suite of units includes one additional unit, shown below. This unit deals with the ability to identify representative properties for sampling, which provides an alternative to conducting individual EPC inspections in limited circumstances where permitted by legislation. As such, it is not considered a core competence for a DEA, so is NOT mandatory and learners may choose whether or not to attempt it. For learners who choose to, the additional evidence requirements set out in Part 4 of this Handbook will apply. Successful completion of the additional unit is recognised on the ABBE qualification certificate.

5 (additional unit) (D02)	Identify representative properties for sampling	5	20	30	K/502/6806
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3.2 Qualification evidence requirements summary

The detailed evidence requirements which learners will be required to produce is set out in each of the units later in this document. However, a crucial component of the required evidence will be the learners' ability to produce acceptable quality EPCs, created using the RdSAP methodology.

All learners will need to demonstrate competence in the 4 mandatory units. This includes completing a minimum of 5 EPCs and passing the multiple choice examination. However, **for learners who already possess another qualification in the ABBE suite of energy qualifications**, the assessor is **not** required to reassess competence in Unit 1. This is because the skill and knowledge have already been assessed by the achievement of Unit 1 in any of the ABBE energy suite of awards. Depending on which particular qualification is already held, there may be other evidence that can be carried over from the previous ABBE qualification. Learners who have achieved a related qualification should refer to the Recognition of Prior Learning section for information on credits that may be available to them.

For all learners, the EPCs must be accompanied by site notes, appropriate photographs (e.g. elevations, boiler/controls, heating and hot water systems, loft space, and any limitations to the inspection), and any other specific evidence requirements listed against the specific Unit in Part 4: Qualification Units.

Learners wishing to attempt the additional unit (Unit 5) will be required to submit further evidence, as set out in Unit 5 at Part 4 of this handbook.

All learners must ensure that their EPCs cover the range specified in the relevant Units in Part 4. This gives guidance on the types of buildings and property features for which learners are expected to submit evidence, either in the form of EPCs, or otherwise.

The assessment centre can opt to allow the learner to submit evidence relating to aspects of the units not covered by the EPCs in their own time, or can offer the learner a structured professional interview which may be a faster or preferred option for some learners. Please refer to Appendix 2a, Structured Professional Interview (SPI).

3.3 Assisting learners to find suitable properties.

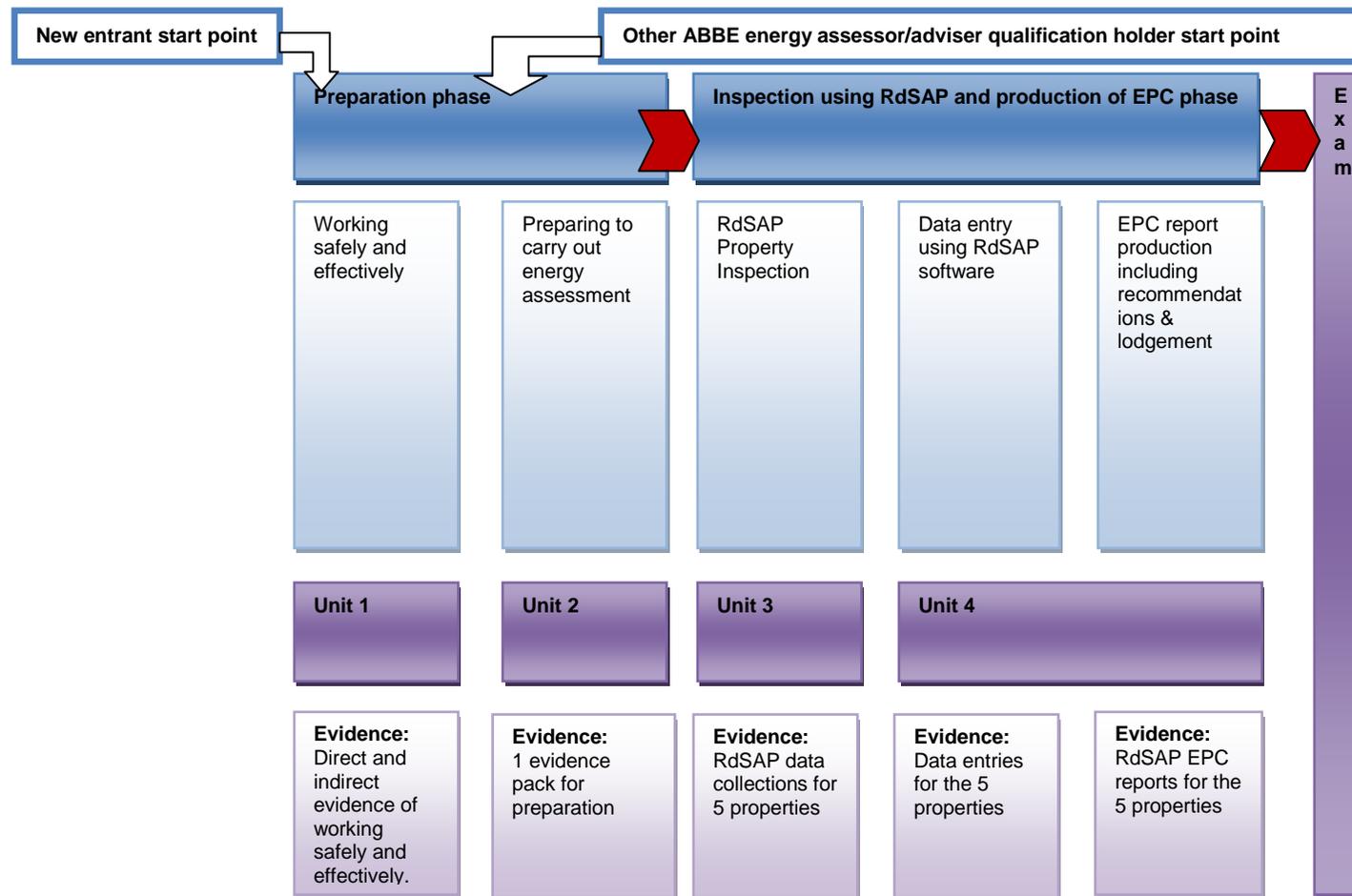
ABBE recognises that some learners may find it difficult to locate the required range of properties on which to conduct surveys and produce EPCs. ABBE will therefore accept EPCs that have been based on properties that the assessment centre has provided for them, as long as the centre can ensure that the EPCs are the sole unaided work of the learner. The centre may provide access to no more than 2 properties per learner.

Please note that any building used for training the learner cannot subsequently be submitted by that learner as an assessment for this qualification.

The properties sourced must all be real dwellings verified by the assessment centre. Whilst computerised case studies are acceptable for training purposes, they are not generally acceptable for assessment purposes. If used, they must be **in addition** to the minimum requirement for five EPCs on real properties.

3.4 The qualification in diagram form:

If the role of the DEA is represented in the rough order of how they would carry out an energy assessment, they would undertake their work in the following order (phases). This breaks down further into smaller distinct tasks as shown in the second row. The units must be referred to for the detailed requirements as this diagram is for illustrative purposes only.



3.5 QCF credit availability

Where credit is given for the unit the assessment centre must record this on the learner's assessment record for verification purposes by ABBE.

The tables below present the credit availability for two categories ABBE qualifications. The first table presents the currently available qualifications (Certificates & Diplomas) which sit within the Qualification Credit Framework (QCF). The second table presents the original qualifications (Diplomas) which sat in the National Qualification Framework (NQF). In both tables, where there is a gap this indicates that no credit is available for the ABBE CertDEA qualification unit.

The equivalences shown are those that ABBE has determined are appropriate and justified.

Table 1: QCF qualifications

CertDEA L3 units	Cert EA(H) L3	Cert OCDEA L3	Cert NDEA L3/ DipNDEA L4 & L5	CertOR L3	CertACEA L3/ DipACEA L4
Unit 1	Same unit	Same unit	Same unit	Same unit	Same unit
Unit 2	Equivalent unit credit from unit 2 of the above	Equivalent unit credit from unit 2 of the above	Equivalent unit credit from unit 2 of the above	TBA	
Unit 3	Equivalent unit credit from unit 3 of the above			TBA	
Unit 4	Equivalent unit credit from unit 6 of the above			TBA	
Exam					
Part 1	exempt				
Part 2	exempt				

Table 2: NQF qualifications (NQF to QCF Exemptions)

CertDEA L3 units	Dip OCEA L3	DipHI L4	DipNDEA L3 & L4	DipDEC L3	DipACEA L3 & L4
Unit 1	Exemption gained by unit 1 of the above	Exemption gained by HI units 1 and 2	Exemption gained by unit 1 of the above	Exemption gained by unit 1 of the above	Exemption gained by unit 1 of the above
Unit 2	Exemption gained by unit 2 of the above		Exemption gained by unit 2 of the above	Exemption gained by unit 2 of the above	
Unit 3		Exemption gained by HI unit 4			
Unit 4		Exemption gained by HI unit 5			
Exam					
Part 1		exempt			
Part 2		exempt			

3.6 External examination

Examination arrangements

In addition to collecting evidence of their knowledge and understanding through their portfolio, learners will be required to take and achieve a pass in the external examination to successfully achieve the full ABBE Level 3 CertDEA. The exam, which is set and assessed by ABBE, requires learners to answer multiple-choice questions. The pass mark for the examination is 70%.

Please refer to section 2.16 for further details of examination arrangements.

Examination content and format

The examination is of 60 minutes duration comprising 5 minutes tutorial time and 55 minutes to answer 30 multiple choice questions. Each question will consist of the question and four possible answers.

The following table lists the areas that will be covered in the two categories.

Examination Structure			
Section	Category	Subject area	Number of questions in exam
01	Know how to inspect dwellings to identify their energy performance	The range of property specific data required	1
		The principles of building structure, elements and fabric	1
		Domestic building construction and materials	5
		Property age and type	2
		Space and water heating systems and controls	8
		Domestic lighting	1
		The process of property inspection	2
		Total	20
02	Know the range of property improvement measures that may apply to dwellings and when not to recommend them	Property improvement measures: fabric and air-tightness	3
		Property improvement measures: heating, hot water and lighting	5
		When specific property improvement measures should not be recommended	2
		Total	10

Learners should make use of the approved ABBE Reading List in preparation for taking the examination. The Reading List can be found on the ABBE website at www.abbeqa.co.uk.

HEA/EA(H)/HI qualified learners will be deemed exempt from all sections of the External Examination.

3.7 Occupational competence of assessors and internal verifiers

Assessors

In order to assess learners working towards the ABBE Level 3 Certificate in Domestic Energy Assessment, assessors must:

- Have appropriate occupational expertise relevant to the inspection and reporting of residential property for the purpose of producing EPCs.
- Occupational expertise can be practitioner based or academic for those involved in training and teaching. However for the academic basis to apply, the Assessor must work for an appropriate academic institution, or have significant experience in creating programmes of study in relevant subject areas.
- Attend training that relates specifically to a nationally recognised Assessor award (eg Learning and Development Unit A1) and apply this standard to their work throughout the process. (Note: it is not a requirement for assessors of this qualification to hold A1, however ABBE would recommend it as good practice).
- Attend training events which contribute to their continuing professional development (CPD) covering aspects such as:
 - national occupational standards and the current guidance on the provision of EPCs for existing homes
 - and
 - standardisation of assessment practice and decision-making linked to interpretation of current guidance.

Internal verifiers

In order to internally verify the assessment of learners working towards the ABBE 3 Certificate in Domestic Energy Assessment, internal verifiers must:

- Have appropriate occupational expertise relevant to the inspection and reporting of residential property for the purpose of producing EPCs.
- Occupational expertise can be practitioner based or academic for those involved in training and teaching. However for the academic basis to apply, the Assessor must work for an appropriate academic institution, or have significant experience in creating programmes of study in relevant subject areas.
- Attend training that relates specifically to a nationally recognised Internal Verifier award (eg Learning and Development Unit V1) and apply this standard to their work throughout the process. (Note: it is not a requirement for internal verifiers of this award to hold V1, however ABBE would recommend it as good practice)
- Attend training events which contribute to their continuing professional development (CPD) covering aspects such as:
 - national occupational standards and the current guidance on the provision of EPCs for existing homes
 - and

- standardisation of assessment practice and decision-making linked to interpretation of current guidance.

Centre Assessor and IV training requirements:

ABBE centres are required to conduct their own internal training and standardisation meetings on a regular basis as a condition of approval. Internal staff training programmes should be discussed with the ABBE EV prior to commencement. On occasion, ABBE may wish to attend. These events should be geared to the roles and responsibilities of their assessors and internal verifiers.

3.8 Qualification structure and content

Learners must satisfactorily complete all four units (including any awarded via recognition of prior achievement) to achieve the ABBE Level 3 CertDEA.

Unit 5 is an additional unit and not a mandatory part of the qualification. It is included in the ABBE Level 3 CertDEA as an additional unit, which learners may choose to take if they wish.

The Units and Learning Outcomes of the Certificate are as follows:

Unit 1 Conduct energy assessments in a safe, effective and professional manner	
Learning outcome 1	Comply with organisational and legal requirements at all times
Learning outcome 2	Maintain health, safety and security at work
Learning outcome 3	Develop and maintain effective working relationships with colleagues, professionals, clients and others
Learning outcome 4	Conduct energy assessments in a professional manner
Unit 2 Prepare for energy assessments of domestic property	
Learning outcome 1	Understand the legislation and regulations relating to energy assessments and Energy Performance Certificates
Learning outcome 2	Be able to agree and confirm instructions to undertake energy assessments
Learning outcome 3	Be able to investigate relevant matters relating to the property
Unit 3 Undertake Energy Inspections	
Learning outcome 1	Understand the information that is needed to produce the data to generate an Energy Performance Certificate (EPC) of a domestic property.
Learning outcome 2	Understand the range of factors that affect the energy performance of a property.
Learning outcome 3	Be able to inspect property to determine energy performance
Learning outcome 4	Be able to collate relevant information to assess the energy level of the property
Learning outcome 5	Be able to maintain records of inspection findings.
Unit 4 Produce and issue energy performance certificates relating to domestic property	
Learning outcome 1	Understand the principles and operation of the approved software used to generate recommendations for improved energy performance of a property.
Learning outcome 2	Be able to generate Energy Performance Certificates using approved software.
Learning outcome 3	Be able to produce an Energy Performance Certificate.
Learning outcome 4	Understand the process of issuing an Energy Performance Certificate.
Additional Unit (not mandatory):	
Unit 5 Identify representative properties for sampling	
Learning outcome 1	Be able to identify properties that are representative for inspection.

PART 4 Qualification Units

Unit 1: AS 01, Conduct energy assessments in a safe, effective and professional manner

Title:	AS 01 Conduct energy assessments in a safe, effective and professional manner
Level:	3
Credit value:	5
<p>Unit purpose and aims This unit aims 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..</p>	
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Comply with organisational and legal requirements at all times	1.1 Explain legal requirements and responsibilities for health, safety and security in the workplace 1.2 Carry out work in accordance with the relevant legal requirements, legislation and advisory and mandatory codes of practice 1.3 Carry out work in accordance with the auditing and monitoring requirements of the relevant accreditation or certification organisation/s 1.4 Identify the relevant guidance related to the assessment of energy performance 1.5 Record customer contact information in accordance with organisational and legal requirements such as the Data Protection legislation
2. Maintain health, safety and security at work	2.1 Identify health, safety and security risks which may exist in different workplace locations 2.2 Take action to mitigate health, safety and security risks 2.3 Ensure personal conduct does not endanger the health, safety and security of self and other people 2.4 Take action to ensure the protection of client's property and buildings 2.5 Adhere to workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, personal protective equipment (PPE), materials and

	<p>products</p> <p>2.6 Identify procedures for different types of emergency and implement them</p> <p>2.7 Make recommendations for improving health, safety and security in the workplace to the relevant person/s</p>
<p>3. Develop and maintain effective working relationships with colleagues, professionals, clients and others</p>	<p>3.1 Develop and maintain productive working relationships with others</p> <p>3.2 Request information from colleagues, professionals, clients and others in a polite, clear and professional manner</p> <p>3.3 Identify further sources of information/help</p> <p>3.4 Use further sources of information and help for the tasks at hand</p> <p>3.5 Deal promptly with enquiries from colleagues, professionals, clients and others and seek clarification where necessary</p> <p>Handle enquiries which</p> <ul style="list-style-type: none"> • are outside own authority • are beyond own area of knowledge or expertise • involve confidential information <p>3.7 Handle and resolve disputes and/or differences of opinion</p> <p>3.8 Adhere to the formal complaints procedure when dealing with a complaint</p>
<p>4. Conduct energy assessments in a professional manner</p>	<p>4.1 Deal with colleagues, professionals, clients and others in a tactful, courteous and equitable manner</p> <p>4.2 Carry out work in accordance with prescribed codes of conduct, ethical standards and recognised good practice</p> <p>4.3 Record all evidence supporting the assumptions and decisions made during the assessment</p> <p>4.4 Demonstrate effective management of work activities and personal and professional development</p> <p>4.5 Explain the extent and limits of own competence and the importance of not working beyond them</p> <p>4.6 Respond appropriately to pressure from any person/s which may affect own judgement</p>

Fundamental knowledge and understanding

The importance of:

1. presenting a positive personal and professional image when dealing with people and how this can be achieved;
2. promoting goodwill and trust when working with others, and ways in which this can be achieved;
3. assessing the extent and limits for your own competence and expertise, and not working beyond these limits;
4. knowing how to respond to enquiries that are outside your authority, beyond your area of knowledge/expertise or where the information requested is confidential.
5. Potential conflicts of interest that may be encountered, and the action required to manage these.
6. ways in which disputes or differences of opinion should be handled to minimise offence and maintain respect.
7. the details of the formal complaints procedure that covers your work, and any specific organisational requirements with regard to complaints.
8. your specific responsibilities under prescribed codes of conduct and ethical standards.
9. the importance of complying with recognised good practice.
10. the specific auditing or monitoring requirements that relate to your registration with your accreditation organisation; your responsibilities in complying with these.
11. the legal duties for health, safety and security in the workplace as required by legislation, including:
12. health, safety and security risks could exist in different locations, and the action to take to minimise or mitigate risks;
13. the importance of remaining alert to the presence of risks in the workplace;
14. the importance of personal conduct in maintaining the health, safety and security of self and others;
15. conflicts between different health, safety and security requirements;
16. procedures for different types of emergency.
17. the main points of the legislation relevant to your work – be it directly, or derived, from the EU Energy Performance of Buildings Directive and other relevant regulations.
18. relevant approved guidance relating to providing Energy Performance Certificates.

Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

Minimum Evidence Requirements

As a minimum, learners are required to produce the following list of evidence:

Process evidence

- 1) A method statement/narrative/storyboard/learner statement that lays down the processes and procedures necessary to establish a business relationship with a client leading to an instruction to

provide an Energy Performance Certificate.

Indirect Physical Evidence

- 2) Work and time management – populated diary pages and/or Microsoft Outlook/Lotus Notes entries or project management form.
- 3) Letter to the client confirming a mutually convenient time for an inspection visit, as agreed previously on the telephone.
- 4) Letter to the client responding to their questions and offering to refer the client to an alternative source for an answer to a question that falls outside their area of expertise.
- 5) A letter to the client or agent declining an instruction giving reasons.
- 6) A letter to the client or agent in response to a complaint.
- 7) A record of a telephone conversation agreeing a mutually convenient time for a visit – tacit agreement and identity of the recipient of the phone call to be the first part of the recording.

Direct Physical Evidence

- 8) Witness statement by client, mentor etc **or** an observation by an assessor.

Unit 2: D 01, Prepare for energy assessments of domestic property

Title:	D 01 Prepare for Energy Assessments of Domestic property
Level:	3
Credit value:	4
<p>Unit purpose and aims 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.</p>	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1. Understand the legislation and regulations relating to energy assessments and Energy Performance Certificates</p>	<p>1.1 Explain in outline the European Performance of Buildings Directive (EPBD) and the legislation in the UK relating to energy assessments and Energy Performance Certificates which brought the Directive into force.</p> <p>1.2 Explain the regulations under that legislation relating to the role of Domestic Energy Assessors and the undertaking of energy assessments.</p> <p>1.3 Identify the types of property and situations that do not by law require an Energy Performance Certificates.</p>
<p>2. Be able to agree and confirm instructions to undertake energy assessments.</p>	<p>2.1 Clarify and confirm the expectations and requirements of the client.</p> <p>2.2 Respond promptly to requests to undertake energy assessments.</p> <p>2.3 Explain to the client that an Energy Performance Certificate is a legally required document, that its form and content if prescribed and that it must be accompanied by cost effective recommendations.</p> <p>2.4 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.</p> <p>2.5 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.</p> <p>2.6 Confirm with the client the terms, conditions and arrangements that have been agreed, in writing, for the planned energy assessment, including date and specific circumstances, protocols and the prescribed form and content.</p>

	2.7 Confirm with the client onsite inspection arrangements, including any specific arrangements, the fee structures and payment arrangements.
3. Be able to investigate relevant matters relating to the property.	<p>3.1 Explain the types of property to which energy assessment legislation does not apply or where the use of the prescribed methodology is not appropriate.</p> <p>3.2 Investigate and record the information necessary to generate a complete and accurate Energy Performance Certificate.</p> <p>3.2 Evaluate significant factors such as geographical/environmental features that may influence or affect the conduct of the energy assessment.</p> <p>3.3 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</p> <p>3.4 Ensure that the most up-to-date version of the prescribed software and associated reference materials can be accessed.</p>

Fundamental knowledge and understanding

1. The legislation and regulations relating to energy assessments and Energy Performance Certificates
2. How to confirm instructions to undertake energy assessments.
3. How to investigate relevant matters relating to the property.

Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

Minimum Evidence Requirements

Note: Overall, learners need to present **1 package of evidence relating to one EPC report** to satisfy the evidence requirements of this unit. This EPC report will satisfy Learning Outcomes 2 & 3. The requirements of Learning outcome 1 are knowledge based and the Assessor may use any appropriate method to assess the learner against this learning outcome.

For Learning Outcomes 2 & 3: As a minimum, learners are required to produce the following list of evidence:

- 1) 1 EPC report
- 2) A letter to the client or agent provisionally accepting instruction and explaining the purpose of the inspection visit and EPC report.
- 3) A copy of the learner's Terms and Conditions.
- 4) A copy of the learner's fees structure.
- 5) A copy of the learner's complaints procedure.
- 6) A letter to the client or agent explaining why, having started an energy inspection, the service cannot be provided. The letter should also lay out options on the way ahead for the client/agent.
- 7) Copies of background research e.g. web pages etc., on the location of the home to be visited; any constraints, e.g. access difficulties, off the gas network; any pre-existing EPC
- 8) An assessment of the health and safety requirements for the visit.
- 9) A method statement describing the processes adopted prior to and following the visit to investigate any relevant matters.

Unit 3: D 03 - Undertake Energy Inspections

Title:	D 03 Undertake Energy Inspections
Level:	3
Credit value:	9
Unit purpose and aims This unit aims to develop the competencies to carry out an inspection in order to determine the energy performance of property by gathering data and information in accordance with the prescribed methodology (RDSAP) to generate an Energy Performance Certificate.	
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
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, elements and fabric. 1.2 Identify the equipment and resources needed for the inspection. 1.3 Explain the detailed inspection requirements that apply to a property as defined by the current prescribed methodology, including the definitions and conventions within it. 1.4 Identify the various types of building construction and materials. 1.6 Identify the space, water heating, lighting and other service systems present at the property.
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. 2.2 Identify the factors that are not deemed to affect the energy performance. 2.3. Explain the relative sensitivity of the different factors that affect the energy performance.
3. Be able to inspect property to determine energy performance.	3.1 Introduce self and provide evidence of identity to those present at the property before commencing the inspection. 3.2 Use the equipment and resources correctly and interpret data accurately. 3.3 Identify and record the method of construction of the property, the main materials used, and space, water-heating and lighting systems present.

	<p>3.4 Clearly explain to the client any circumstances which prevent the inspection of the property.</p> <p>3.5 Undertake a methodical visual inspection of all relevant aspects of the property in accordance with the requirements of the prescribed methodology.</p> <p>3.6 Provide basic behavioral advice regarding energy efficiency to occupants where possible and sources of further information and advice.</p>
<p>4 Be able to collate relevant information to assess the energy level of the property.</p>	<p>4.1 Make accurate observations and measurements to provide data for calculation of energy performance ratings.</p> <p>4.2 Obtain all additional information that is needed about the property and energy use.</p> <p>4.3 Make further investigations where observations are inconsistent with existing evidence and expected findings, identifying the causes of these inconsistencies.</p> <p>4.4 Follow the correct procedures for collecting information to enable the energy efficiency to be determined.</p>
<p>5 Be able to maintain records of inspection findings.</p>	<p>5.1 Produce and maintain complete, accurate and legible records with the level of detail required to produce a complete and comprehensive Energy Performance Certificate.</p> <p>5.2 Explain and record any circumstances where accurate inspection has not been possible or where the information is 'not known'.</p> <p>5.3 Ensure that records are catalogued and stored records securely and can be readily accessed for appropriate purposes.</p>

Fundamental knowledge and understanding

- 1) SAP: especially Appendix S, which describes the approved inspection methodology, RdSAP.
- 2) RDSAP inspection requirements, including
 - a) Equipment and resources needed
 - b) Measurement, linear, area, volume
 - c) Production of sketch plans
 - d) Methodical inspection technique
 - e) Further investigations where observations are inconsistent
 - f) RDSAP data items to be collected
- 3) Common forms of dwelling construction including
 - a) walls: solid, cavity, filled & retro filled cavity, timber frame
 - b) floors: solid, suspended timber
 - c) roofs: pitched, flat, insulated at joists or rafters, thatch

- d) windows: age, materials, single/double glazed
- 4) Property age and type: ageing property & identifying built form
- 5) Provision of heating, hot water and lighting services within dwellings, including;
 - a) fuel types: carbon intensities, fuel storage systems
 - b) boilers: types, efficiencies, age
 - c) central heating: electric, gas, other fuels, controls and their applicability to each system
 - d) non central heating systems: room heaters, treatment of portable appliances, unheated habitable rooms
 - e) community heating and controls
 - f) lighting: tungsten filament (GLS), fluorescent including CFLs
 - g) space cooling
- 6) The assumptions made in determining energy performance
- 7) The range of factors that are taken into account in the energy performance assessment, and the relative sensitivity of those factors; the factors that are not considered in the assessment
- 8) How to maintain records of inspection findings

Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

Minimum Evidence Requirements

For all 5 Learning Outcomes in this unit:

As a minimum, learners are required to carry out RDSAP data collections on 5 real properties. The properties must include at least one in each row and column of the following Age/built form table shown below. All of the property features and heating systems listed below should also be covered, either within the 5 property inspections, or by other means.

Methods of enabling the learner’s evidence to include all the property features and heating might include an additional property inspection, a computer based case study, or questioning that is recorded on an SPI form. The SPI form can be used in an interview, over the phone, or by email (as long as the assessment centre can verify that the evidence given is that of the learner).

The assessments must be conducted on real buildings although the assessment centre may provide ADDITIONAL simulated computer case studies to fill small gaps.

Where the property feature and/or heating system has been covered by one of the inspected properties, this should be indicated on the learner’s completed age/built form table. Appendix 5 gives an example of a completed age/built form table, indicating how the complete evidence package may be assembled using a mixture of real properties, computer based case studies and questioning.

Where a learner is having difficulty sourcing a particular type of property, a building may be made available by assessment centres, following the guidance given in Part 3 of this Handbook, **Assisting learners to find suitable properties** (see section 3.3, p.17).

	Pre First World War	First World War – Second World War	Post Second World War
Detached			
Semi-Detached			

Terraced			
Flat			

1) Property features:

- a) solid wall
- b) cavity wall, insulated and uninsulated
- c) Timber frame construction
- d) Loft capable of insulation at joists
- e) Room in roof with added insulation
- f) Extensions: there should be one example of a dwelling with more than one extension, and one example of a vertical extension

2) Heating system:

- a) central heating (mains gas)
- b) central heating (electricity)
- c) central heating (solid fuel, oil or LPG)
- d) no heating system installed, or only individual heaters e.g. gas fire or open coal fire
- e) two main heating systems
- f) community heating

For one of the 5 properties inspected, learners are also required to produce the following:

A method statement/narrative/storyboard/learner statement that establishes a methodical routine for the visit. This statement lays down the processes and procedures necessary to conduct a safe and exhaustive home energy inspection. It should also describe any issues found, specific to the individual property, and detail the way in which the learner met these challenges.

As a minimum, learners are required to produce the following list of evidence for each of the 5 properties inspected.

1. Copies of information obtained from the client, e.g. through a suitable questionnaire.
2. Adequate site notes, including a legible sketch plan showing habitable rooms and heat loss perimeter;
3. Risk assessment;
4. Calculations made (area and heat loss perimeter);
5. Appropriate photographs
6. A description of any issues found (if any), specific to the individual property and detail the way in which the learner met these challenges.

Unit 4: D 04 - Produce and issue energy performance certificates relating to domestic property

Title:	D 04 Produce and issue Energy Performance Certificates relating to Domestic Property	
Level:	3	
Credit value:	4	
Unit purpose and aims 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.		
Learning outcomes		Assessment criteria
<i>The learner will:</i>		<i>The learner can:</i>
1	Understand the principles and operation of the approved software used to generate recommendations for improved energy performance of a property.	<p>1.1 Explain the principles underpinning the approved software used to calculate energy ratings.</p> <p>1.2 Explain the range of measures for improvement to the energy performance of property that may be included in an Energy Performance Certificate.</p> <p>1.3 Explain how to input data using the approved software in order to determine energy performance rating</p> <p>1.4 Explain how to review data if the calculation will not process.</p> <p>1.5 Explain the way in which recommendations are generated and the circumstances when it is appropriate to delete them.</p> <p>1.6 Explain the circumstances in which items can be recorded as "not known"</p>
2	Be able to generate Energy Performance Certificates using approved software.	<p>2.1 Assemble and collate information from the on-site inspection and from other relevant and reliable sources.</p> <p>2.2 Use approved software to determine energy performance ratings.</p> <p>2.3 Check the recommendations generated and delete any inappropriate ones, providing reasons for doing so.</p>
3	Be able to produce an Energy Performance Certificate.	3.1 Produce an Energy Performance Certificate that meets relevant codes of practice and standards, including the accurate recording of the data prepared and relevant property address.

	<p>3.2 Use plain language and appropriate terms where free text is allowed.</p> <p>3.3 Check the Energy Performance Certificate to ensure that it is clear and complete.</p>
4 Understand the process of issuing an Energy Performance Certificate.	<p>4.1 Explain how to lodge an Energy Performance Certificates on the prescribed national register when completed using the approved software.</p> <p>4.2 Identify when the Energy Performance Certificate is available to the client.</p> <p>4.3 Explain the ratings, recommendations and their implications within the Energy Performance Certificate,.</p> <p>4.4 Explain the need to respond to queries about the Energy Performance Certificate and to clarify their contents when necessary.</p> <p>4.5 Explain the need to refer individuals to relevant sources of information and advice when it is appropriate to do so.</p> <p>4.6 Explain the importance of maintaining internal records which are clear, complete and conform to professional and statutory requirements.</p>

Fundamental knowledge and understanding

1. How to use the prescribed technology, RdSAP, to create EPCs
2. How to assemble data ready for input and to check it for accuracy following input
3. How to generate and review recommendations
4. How to lodge EPCs
5. How to maintain necessary internal records of Reports issued
6. How to explain the EPCs to clients and respond to their queries on them.

Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

Minimum Evidence Requirements

As a minimum learners are required to produce the following list of evidence:

1. Learners must produce 5 EPCs

Note: these 5 EPCs are prepared for the same properties that the learner inspected to provide evidence for Unit 3 – they are not additional properties. Learners will use the data collected for those 5 properties to produce 5 EPCs for assessment in this Unit.

For all 5 EPCs, learners are also required to produce one piece of evidence for each of the following:

- a. Energy Performance Certificate including Recommendations
 - b. Input data
 - c. A description of any issues found relating to this report, and detail the way in which the learner met these challenges
2. For one of these 5 EPCs learners must produce method statement/ narrative/ storyboard/ learner statement that establishes a methodical routine for preparation of Energy Performance Certificates using the prescribed technology. This statement lays down the processes and procedures necessary to prepare the EPC, check that the input data and the recommendations generated are accurate and appropriate and lodge the EPC. It also deals with of any issues found relating to this report, and details the way in which the learner met these challenges.

The assessments must be conducted on real buildings although the assessment centre may provide ADDITIONAL simulated computer case studies to fill small gaps.

Unit 5: D 02, Additional Unit: Identify representative properties for sampling

Title:	D 02 Identify representative properties for sampling Additional Unit
Level:	3
Credit value:	5
<p>Unit purpose and aims This unit aims to assess the competency of the energy assessor in deciding which properties should be assessed as representative in circumstances in which sampling is appropriate.</p>	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to identify properties that are representative for inspection.	<p>1.1 Explain the criteria for determining representative properties and how they can be applied in different circumstances.</p> <p>1.2 Obtain relevant information relating to the properties from the owner or manager, taking appropriate action where the required information is not forthcoming, is incomplete or inaccurate.</p> <p>1.3 Evaluate information relating to properties in order to determine their similarities and differences with regard to factors likely to affect energy performance, testing the accuracy of the information on site.</p> <p>1.4 Identify from evaluation of the information a property or group of properties that are representative for the purposes of assessing energy performance.</p> <p>1.5 Justify the reasons for selecting specific representative properties in a clear and concise manner.</p> <p>1.6 Record the rationale and explain the situation to the owner or manager of the property where it is not possible to identify representative property/properties.</p>

Fundamental knowledge and understanding

1. Situations where the use of representative properties is allowed and the DEA's responsibilities
2. Allowable methods for multiple EPC production:
 - Common Values approach
 - Sampling and Multiple Certification
 - Using existing data
3. Producing EPCs via the use of representative properties:
 - Identifying representative groups
 - Determining the dataset sample size within each group
 - Analysing the results of the sampling
 - Issuing the resulting EPCs (for both surveyed and non-surveyed properties)

Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

Minimum Evidence Requirements

As a minimum learners are required to produce the following list of evidence:

Learners must produce 2 sets of EPCs, created via the use of representative properties for 2 housing stocks, referred to below as "group EPC sets". For both group EPC sets, learners are required to produce the following evidence:

1. A method statement/narrative/storyboard/learner statement that demonstrates the learner's understanding of the use of multiple EPC production techniques. This would include knowing when legislation allows for the use of representative properties; allowable methods for multiple EPC production; the risks associated with the use of existing data and the responsibilities of the DEA when using multiple EPC production techniques.
2. One piece of evidence for each of the following:
 - a. A statement, with calculations, showing the process of identifying the representative properties for the particular stock being assessed. This includes a schedule of properties from which the groups have been selected, together with a statement showing how the learner identified the representative groups and determined the dataset sample size for each group;
 - b. The data collected for the sampled properties;
 - c. EPCs for the sampled properties;
 - d. The analysis of the results of this sampling, including comparison of these results with the specified tolerances;
 - e. a statement of how the learner selected the median result to be replicated for the non-surveyed properties in each group;
 - f. An example EPC for one non-surveyed property from each group;
 - g. A description of any issues found relating to this process, detailing the way in which the learner met these challenges.

At least one of these group EPC sets must be conducted on real housing stock. To assist learners, assessment centres may provide ONE simulated computer case study, which must be agreed with the ABBE External Verifier prior to use.

If used, the simulated computer case study must require the learner to demonstrate their expertise in all aspects of the process, except for the property inspection of the sample properties. This means that, having identified the representative groups and their sample size, the learner is provided with simulated inspection data for each “surveyed” property.

The use of a simulated computer case study can provide an opportunity for the learner to demonstrate that they can deal with survey results that do not comply with the specified tolerances.

PART 5 Appendices

Appendix 1 Additional Unit Information

Unit 1: Conduct energy assessments in a safe, effective and professional manner	
Additional information about this unit	
Unit reference number	T/601/5964
Unit review date	31-Mar-2015
Details of the relationship between the unit and the national occupational standards or other professional standards or curricula [if appropriate]	Asset Skills National Occupational Standards for Domestic Energy Assessors
Assessment requirements or guidance by a sector or regulatory body [if appropriate]	This unit is subject to Asset Skills principles of Assessment for competency based units in the QCF.
Support for the unit from a SSC or other appropriate body [if required]	This is an Asset Skills unit
Location of the unit within the subject/sector classification system	5.2 Building and construction 7.3 Service enterprises 15.2 Administration
Name of the organisation submitting the unit	Asset Skills
Availability for use	Shared unit
Unit Guided learning hours	25

Unit 2: Prepare for energy assessments of domestic properties	
Additional information about this unit	
Unit reference number	L/502/6801
Unit review date	01-Dec-2013
Details of the relationship between the unit and the national occupational standards or other professional standards or curricula [if appropriate]	Asset Skills National Occupational Standards <i>for</i> Domestic Energy Assessors
Assessment requirements or guidance by a sector or regulatory body [if appropriate]	This unit is subject to Asset Skills principles of Assessment for competency based units in the QCF.
Support for the unit from a SSC or other appropriate body [if required]	This is an Asset Skills unit
Location of the unit within the subject/sector classification system	7.3 Service enterprises
Name of the organisation submitting the unit	Asset Skills
Availability for use	Shared unit
Unit Guided learning hours	15

Unit 3: Undertake energy inspections	
Additional information about this unit	
Unit reference number	J/502/6828
Unit review date	31-Mar-2015
Details of the relationship between the unit and the national occupational standards or other professional standards or curricula [if appropriate]	Asset Skills National Occupational Standards for Domestic Energy Assessors

Assessment requirements or guidance by a sector or regulatory body [if appropriate]	This unit is subject to Asset Skills principles of Assessment for competency based units in the QCF.
Support for the unit from a SSC or other appropriate body [if required]	This is an Asset Skills unit
Location of the unit within the subject/sector classification system	5.2 Building and construction 7.3 Service enterprises
Name of the organisation submitting the unit	Asset Skills
Availability for use	Shared unit
Unit Guided learning hours	35

Unit 4: Produce and issue energy performance certificates relating to domestic property	
Additional information about this unit	
Unit reference number	R/502/6802
Unit review date	01-Dec-2013
Details of the relationship between the unit and the national occupational standards or other professional standards or curricula [if appropriate]	Asset Skills National Occupational Standards for Domestic Energy Assessors
Assessment requirements or guidance by a sector or regulatory body [if appropriate]	This unit is subject to Asset Skills principles of Assessment for competency based units in the QCF.
Support for the unit from a SSC or other appropriate body [if required]	This is an Asset Skills unit
Location of the unit within the subject/sector classification system	7.3 Service enterprises
Name of the organisation submitting the unit	Asset Skills
Availability for use	Shared unit
Unit Guided learning hours	20

Unit 5: Identify representative properties for sampling	
Additional information about this unit	
Unit reference number	K/502/6806
Unit review date	01-Dec-2013
Details of the relationship between the unit and the national occupational standards or other professional standards or curricula [if appropriate]	Asset Skills National Occupational Standards for Domestic Energy Assessors
Assessment requirements or guidance by a sector or regulatory body [if appropriate]	This unit is subject to Asset Skills principles of Assessment for competency based units in the QCF.
Support for the unit from a SSC or other appropriate body [if required]	This is an Asset Skills unit
Location of the unit within the subject/sector classification system	7.3 Service enterprises
Name of the organisation submitting the unit	Asset Skills
Availability for use	Shared unit
Unit Guided learning hours	25

Appendix 2 Structured Professional Interview

Using the ABBE Structured Professional Interview to fill small scale gaps in the learner's record

The structured professional interview [SPI] is one method centres can use to assess learner competence. Other methods include submitting evidence in a standard NVQ type manner or by the recognition of prior achievement.

The SPI is designed to be used primarily with experienced practitioners in situations where the learner needs to fill small scale gaps in their evidence in a quick and efficient yet robust manner. As such it is an ideal assessment method for this qualification when the minimum evidence has already been submitted but there are still some small areas of doubt but which are not sufficient to warrant requiring the learner to submit further EPCs. The SPI is an assessment tool that allows the assessment centre to undertake a detailed and structured interview with the learner, to review the specified additional evidence in a structured fashion.

The SPI (also referred to as a Professional Discussion) is an assessment tool that allows assessment centres to undertake detailed and structured interviews with learners to establish a learner's skill or knowledge in a show and tell manner.

Centres should bear in mind that it is generally those learners with more relevant experience who will find it easier to locate evidence at the time of the interview than a less experienced counterpart. Where the SPI is used with less experienced learners, the assessor may need to contact the learner in advance to give guidance on how to prepare. Alternatively, the assessor – knowing where the gaps are in the learner's assessment record - can prepare the ground to be covered with the learner when they meet, perhaps discussing this with the learner in advance.

A guidance document on SPI is available on the ABBE website at www.abbeqa.co.uk It is important that both assessors and learners are fully aware of the guidance because SPIs are not an 'easy option' that circumvents the rigour of more standard methods of assessment. The assessors take on a considerable responsibility for structuring and recording in detail the assessment activity and the learner needs to prepare well to enable the interview to be a success.

ABBE Structured Professional Interview Form		
Learner name:		Date
Outline of Question/Topic Discussed	Outline of response given by learner	Evidence Seen and Location
Assessor Competence Justification Statement		
Assessor Signature	Learner Signature	
IV Signature (if sampled)		

Appendix 3 Recommended equipment list

1. Binoculars
2. Camera with spare batteries and Camera back up (a mobile phone fitted with camera is sufficient)
3. Ladder and hard hat (for accessing loft spaces)
4. Measuring devices (range of measuring tapes)
5. Suitable footwear, safety shoes optional
6. Torch
7. Pocket mirror
8. Compass
9. Meter box key
10. Umbrella / Wellingtons / wet weather protection. Etc
11. Disposable dust masks
12. Latex/vinyl gloves
13. Hand cleaning wipes
14. First aid kit
15. Personal alarm/mobile phone
16. Appropriate container/bag for equipment

Appendix 4 Example of completed age/built form table

This completed age/built form table provides an example of how the minimum evidence requirements of Unit 3 may be provided by a mixture of property inspections and other evidence

Evidence table for an Example Learner

	Pre First World War	First World War – Second World War	Post Second World War
Detached		EPC1: 21 Long Road Solid wall Extension: cavity wall, uninsulated C/htg (oil)	
Semi-Detached		EPC4: 36 Beech Avenue Cavity wall, insulated Loft capable of insulation at joists C/htg (mains gas)	EPC3: 97 Town Rise Cavity wall, uninsulated
Terraced	EPC2: 18 Sandy Terrace Solid wall Room in roof C/htg (mains gas)		
Flat			EPC5: 15 Green Gardens Timber frame C/htg (electricity)

Evidence for property features/heating systems not covered by the 5 EPCs:

No heating system installed: EPC 6, Computer based case study supplied by Centre