

# Level 3 Diploma for Domestic Energy Assessors (6020-01)

Qualification handbook  
500/1628/3



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# Level 3 Diploma for Domestic Energy Assessors (6020-01)

## Qualification handbook



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# Contents

|   |   |           |
|---|---|-----------|
| <b>1</b>  | <b>About this document</b>  | <b>5</b>  |
| <b>2</b>  | <b>About the Level 3 Diploma for Domestic Energy Assessors</b>    | <b>6</b>  |
| 2.1   | Aim of the qualification  | 6         |
| 2.2   | Value statement   | 8         |
| 2.3   | The structure of the qualification                                | 9         |
| 2.4   | Sources of information and assistance                             | 10        |
| <b>3</b>  | <b>Candidate entry and progression</b>                            | <b>12</b> |
| <b>4</b>  | <b>Centre requirements</b>  | <b>13</b> |
| 4.1   | Centre and qualification approval                                 | 13        |
| 4.2   | Resource requirements   | 14        |
| 4.3   | Registration and certification                                    | 15        |
| 4.4   | Quality assurance   | 16        |
| <b>5</b>  | <b>Course design and delivery</b>                                 | <b>18</b> |
| 5.1   | Initial assessment and induction                                  | 18        |
| 5.2   | Recommended delivery strategies                                   | 19        |
| 5.3   | Data protection, confidentiality and legal requirements           | 20        |
| 5.4   | Learning and support resources                                    | 21        |
| <b>6</b>  | <b>Relationships to other qualifications</b>                      | <b>22</b> |
| 6.1   | Links to National Occupational Standards and N/SVQs               | 22        |
| 6.2   | Key skills (England, Wales and Northern Ireland)                  | 23        |
| <b>7</b>  | <b>Assessment</b>   | <b>24</b> |
| 7.1   | Summary of assessment requirements                                | 24        |
| <b>8</b>  | <b>Test specifications</b>  | <b>25</b> |
| 8.1   | Test specifications   | 25        |
| <b>9</b>  | <b>Units</b>  | <b>26</b> |
| 9.1   | About the units   | 26        |
| 9.2   | The units   | 27        |
| <b>Unit 1</b>   | <b>Principles of Domestic Energy Assessment</b>                   | <b>28</b> |
| <b>Unit 2</b>   | <b>Prepare, undertake and produce Domestic Energy Assessments</b> | <b>35</b> |
| <b>10</b>   | <b>Assignments</b>  | <b>43</b> |
| <b>Accreditation, national frameworks and qualification level descriptors</b> |   | <b>44</b> |
| <b>Appendix 1</b>   | <b>Obtaining centre and qualification approval</b>                | <b>45</b> |
| <b>Appendix 2</b>   | <b>Summary of City &amp; Guilds assessment policies</b>           | <b>46</b> |
| <b>Appendix 3</b>   | <b>Funding</b>  | <b>48</b> |
| <b>Appendix 4</b>   | <b>Domestic Energy Assessor Matrix</b>                            | <b>42</b> |

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# 1 About this document

This document contains the information that centres need to offer the following diploma

| Qualification title                           | City & Guilds qualification number | QCA / SQA accreditation number(s) | Guided Learning Hours |
|---|------------------------------------|-----------------------------------|-----------------------|
| Level 3 Diploma for Domestic Energy Assessors | 6020-01                            | 500/1628/3                        | 150                   |

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.

## 2 About the Level 3 Diploma for Domestic Energy Assessors

### 2.1 Aim of the qualification

This qualification has been developed in order to recognise a candidate's skills and understanding when assessing the energy performance of homes. It provides the technical knowledge as described within the appropriate National Occupational Standards (NOS).

It has been designed to accredit candidates' achievements in a modern, practical way that is relevant to the work context and to provide accreditation for the full breadth of essential knowledge, understanding and skills that would be needed by a competent person functioning autonomously in a domestic energy assessor's job role.

This award is aimed at candidates who wish for career progression within the Property industry

It is recommended that candidates complete a short course in RDSAP in order to be able to satisfactorily complete the course of study. Without evidence of formal qualifications, candidates must be able to demonstrate prior adequate knowledge and experience necessary to complete the course.

#### **Accreditation details**

This qualification is

- accredited by the Qualifications and Curriculum Authority at Level 3 of the NQF

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

The aims of this qualification are to:

- meet the needs of candidates who work or want to work as a Domestic Energy Assessor or Home Inspector in the property sector
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the property sector
- develop candidates' knowledge and understanding of the domestic energy industry
- develop candidates' ability to work autonomously when assessing homes
- develop candidates' interpersonal skills to enable them to work effectively with customers and colleagues
- develop candidates' practical skills in identifying and using domestic energy assessment related resources and equipment
- encourage progression by assisting in the development of skills and knowledge which candidates may need to undertake further study contribute to skills and/or knowledge towards the Level 4 Diploma for Home Inspectors whilst also providing additional skills and knowledge.

## **General information**

This qualification has been designed by City & Guilds to support Government initiatives in respect of providing training and assessment to supply a competent workforce able to meet the requirements for Domestic Energy Assessors.

The qualification is aimed primarily at those who already possess a basic knowledge and understanding of construction, building services and/or energy who wish to extend their knowledge. It is also suitable for those who are studying in preparation for employment in activities where they will be expected to work autonomously when carrying out Domestic Energy Assessments.

## **2 About the Level 3 Diploma for Domestic Energy Assessors**

### 2.2 Value statement

Centres must adhere to the inspection reporting requirements for Domestic Energy Assessors when delivering the qualification.

## 2 About the Level 3 Diploma for Domestic Energy Assessors

### 2.3 The structure of the qualification

This section provides information about the structure of the qualification and unit combinations required for the qualification. The qualification is made up of three units. The first unit describes the underpinning knowledge that is required to understand the theory behind energy assessments; construction principles, RDSAP methodology and conventions. It also covers issues relating to customer care and safe working practices. The second unit is concerned with the application of practical skills in carrying out Energy Performance Certificates.

#### Full qualifications

The qualification will be awarded to candidates on successful completion of the required units as shown in the table below:

| QCA unit reference | City & Guilds unit number | Unit title                                      | Excluded combination of units (if any) |
|--------------------|---------------------------|---|--|
| R/500/4637         | Unit 001                  | Unit 1 Principles of Domestic Energy Assessment |  |

#### Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate/diploma, a CUC for each unit achieved.

## 2 About the Level 3 Diploma for Domestic Energy Assessors

### 2.4 Sources of information and assistance

#### Related publications

City & Guilds also provides the following documents specifically for this qualification:

| Publication                     | Available from                     |
|---------------------------------|------------------------------------|
| Assignment guide for centres    | Password protected on 6020 website |
| Assignment guide for candidates | 6020 website                       |
| Information sheet for centres   | 6020 website                       |

#### Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.
- **Directory of qualifications** contains details of general regulations, registration and certification procedures and fees. This information is also available online.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

## City & Guilds websites

| Website                    | Address   | Purpose and content   |
|----------------------------|---|---|
| City & Guilds main website | <b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b> | This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.                         |
| SmartScreen                | <b><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></b> | SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials. |
| Walled Garden              | <b><a href="http://www.walled-garden.com">www.walled-garden.com</a></b> | The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online. |

## Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

| e-mail  | Query types   |
|---|---|
| <b><a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b> | all learner enquiries, including <ul style="list-style-type: none"><li>• requesting a replacement certificate</li><li>• information about our qualification</li><li>• finding a centre.</li></ul> |
| <b><a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>   | all centre enquiries  |
| <b><a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>     | all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"><li>• setting up an account</li><li>• resetting passwords.</li></ul>                                     |

## 3 Candidate entry and progression

### Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking the qualification. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualification.

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

### Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

### Progression

The qualification provides knowledge and practical skills related to the Level 4 Diploma for Home Inspectors

## 4 Centre requirements

### 4.1 Centre and qualification approval

#### **Centres not yet approved by City & Guilds**

To offer the qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 1 for further information.

#### **Existing City & Guilds centres**

To offer the qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 1 for further information.

## 4 Centre requirements

### 4.2 Resource requirements

#### Physical resources

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

#### Human resources

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

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

#### Staff delivering the qualifications

Staff delivering the qualification must satisfy the requirements for occupational expertise for this qualification. They should

- be technically competent in the areas for which they are delivering training and/ or should also have experience of providing training
- hold the an energy rating software certificate ( or possibly be recognised as a Competent Person for CO<sub>2</sub> emission rate calculations), or an equivalent qualification
- be familiar with the occupational standards for Domestic Energy Assessors
- have occupational expertise relevant to the inspection and reporting of residential property for energy assessment inspection purposes.

#### Assessors and quality assurance coordinators

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not a requirement for the qualification.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

## 4 Centre requirements

### 4.3 Registration and certification

#### Administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds approved centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest Qualification News is available on the website ([www.cityandguilds.com](http://www.cityandguilds.com)).

It is a particular requirement for this qualification that centres supply candidates with colour photographs from the relevant short answer question papers. These can be printed within the test or separately and laminated if the centre wishes. The exam and electronic copies of the photographs are password protected on the 6020 website.

#### Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* and in the *Directory of qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

#### Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

#### Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

#### Certificate of unit credit (CUC)

A certificate of unit credit records the successful completion of an assessment. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved the unit. They do not need to wait until the full programme of study has been completed.

#### Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.3 'The structure of the qualification.'

## 4 Centre requirements

### 4.4 Quality assurance

This information is a summary of quality assurance requirements.

*Providing City & Guilds qualifications* and in the *Centre toolkit* provide full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

#### **Internal quality assurance**

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

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance. Details of City & Guilds criteria and procedures can be found in *Providing City & Guilds Qualifications – a guide to centre and scheme approval*.

#### **External quality assurance**

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

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

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

City & Guilds External Verifiers use electronically scannable report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

#### **External verifiers:**

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure that Quality Assurance Coordinators are undertaking their duties satisfactorily
- monitor internal quality assurance systems and sampling assessment activities, methods and records
- promote best practice
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria

- providing prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems

## 5 Course design and delivery

### 5.1 Initial assessment and induction

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

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

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

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

## 5 Course design and delivery

### 5.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way that

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

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided section 6 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

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

## **5 Course design and delivery**

### 5.3 Data protection, confidentiality and legal requirements

#### **Data protection and confidentiality**

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

#### **Legal requirements**

There is no legislation affecting this qualification.

## 5 Course design and delivery

### 5.4 Learning and support resources

City & Guilds will provide the following learning and support resources which will be posted on our website.

| Resource                   | How to access   |
|----------------------------|---|
| Candidate Assignment Guide | <a href="http://www.cityandguilds.com/cps/rde/xchg/SID-0AC0478D-9FB11267/cgonline/hs.xsl/15831.html">http://www.cityandguilds.com/cps/rde/xchg/SID-0AC0478D-9FB11267/cgonline/hs.xsl/15831.html</a> |
| Assessor Assignment Guide  | <a href="http://www.cityandguilds.com/cps/rde/xchg/SID-0AC0478D-9FB11267/cgonline/hs.xsl/15831.html">http://www.cityandguilds.com/cps/rde/xchg/SID-0AC0478D-9FB11267/cgonline/hs.xsl/15831.html</a> |

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## 6 Relationships to other qualifications

### 6.1 Links to National Occupational Standards and N/SVQs

City & Guilds has identified the connections to directly linked to the National Occupational Standards for Domestic Energy Assessors.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards an N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

This qualification has connections to the

- National Occupational Standards for Domestic Energy Assessors

## 6 Relationships to other qualifications

### 6.2 Key skills (England, Wales and Northern Ireland)

The qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification. Where candidates are working towards any key skills alongside the qualification they will need to be registered with City & Guilds for the key skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or able to produce evidence for, the key skills at the same level as the qualification.

The 'signposts' below identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*'.

| Unit number and title                        | Communication                     | Application of Number                  | Information Technology                 |
|--|-----------------------------------|--|--|
| 001 Principles of Domestic Energy Assessment | C1.1, C1.2,C1.3, C1.4, C1.5       | N1.1, N1.2, N1.3, N1.4, N1.5           | ICT1.1, ICT1.2, ICT1.3, ICT1.4, ICT1.5 |
| Unit number/ and title                       | Problem Solving                   | Improving own learning and performance | Working With Others                    |
| 001 Principles of Domestic Energy Assessment | PS1.1, PS1.2, PS1.3, PS1.4, PS1.5 | LP1.1, LP1.2, LP1.3, LP1.4, LP1.5      | WO1.1, WO.1.2, WO1.3, WO1.4, WO1.5     |

## 7 Assessment

### 7.1 Summary of assessment requirements

For the qualification, candidates will be required to complete the following assessments:

- **one** GOLA online multiple choice test
- **five** assignments for unit 2

City & Guilds provides the following assessments:

| Unit No. | Title                                    | Assessment Method                              | Where to obtain assessment materials  |
|----------|--|--|---|
| 001      | Principles of Domestic Energy Assessment | City & Guilds GOLA Online multiple choice test | Examinations provided on GOLA. Please see Appendix 1 for info regarding GOLA approval |

#### Grading and marking

Grading of assignments for the qualification is pass or fail.

Detailed marking and grading criteria are provided in the marking criteria section in the assessor guide for each assignment and a marking scheme for the short answer question paper.

#### Simulation

Simulation is not permitted for the assessment of the qualification.

## 8 Test specifications

### 8.1 Test specifications

The test specifications for the qualification are below:

**Test 1:** Units 001  
**Duration:** 75 minutes

| Unit number  | Unit title   | approximate percentage % |
|--------------|--|--------------------------|
| 01           | Improve individual performance   | 8%                       |
| 02           | Develop and maintain effective working relationships and professional practice   | 6%                       |
| 03           | Interpret the Energy Performance of Buildings Directive and associated Regulations and Requirements and business standards | 14%                      |
| 04           | Maintain safe and secure practice and procedures   | 12%                      |
| 05           | Assess building age, structure, construction and materials   | 40%                      |
| 06           | RDSAP methodology  | 20%                      |
| <b>Total</b> |  | <b>100%</b>              |

## 9 Units

### 9.1 About the units

#### **Availability of units**

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

#### **Structure of units**

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

- title
- unit reference
- rationale
- list of learning outcomes
- statement of guided learning hours
- connections with other qualifications
- key skills
- assessment details
- learning outcomes in detail expressed as practical skills and underpinning knowledge
- range

## 9 Units

### 9.2 The units

1 Principles of Domestic Energy Assessment

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2 Prepare, undertake and produce Domestic Energy Assessments

## Rationale

The aim of this unit is to enable the candidate to have all the necessary underpinning knowledge and skills to prepare, undertake and produce a Domestic Energy Assessment in accordance with the requirements of the Housing Act 2004 and associated Regulations and Requirements.

The Unit is one of two units required to gain the Certificate in Domestic energy assessors which is an approved qualification for membership of a Domestic energy assessor Certification Scheme required to practice as a Domestic energy assessor.

## Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to:

- Improve individual performance
- Develop and maintain effective working relationships and professional practice
- Interpret the Energy Performance of Buildings Directive and associated Regulations and Requirements and business standards
- Maintain safe and secure practice and procedures
- Assess building age, structure, construction and materials

## Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full time or part time basis.

## Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- VRQ for Home Inspectors

## Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving

## Assessment and grading

This unit will be assessed by:

a synoptic multiple choice test covering the underpinning knowledge.

# Unit 1 Principles of Domestic Energy Assessment

## Outcome 1 Improve individual performance

### Practical skills

The candidate will be able to:

- 1 manage interruptions to, and digressions from, planned work
- 2 conduct progress reviews and reschedule activities to help achieve planned objectives
- 3 create personal development plans that are consistent with identified needs and the resources available and contain specific, measurable, realistic and challenging objectives
- 4 participate in development activities that are consistent with personal development plans
- 5 obtain feedback and support from relevant people and use it to create learning opportunities and enhance future performance
- 6 update personal development plans at regular intervals
- 7 present a positive personal and professional image at all times when dealing with people

### Underpinning knowledge

The candidate will be able to:

- 1 identify and minimise unhelpful interruptions
- 2 explain the importance of regular reviews of activity and rescheduling of work to achieve planned objectives
- 3 describe the principal skills required for effective performance and the importance of continuing self development
- 4 define how to develop a personal development plan with realistic but challenging objectives
- 5 identify the need and importance of getting support and feedback from relevant people on personal performance and how to encourage, enable and use such feedback in a constructive manner
- 6 assess personal progress

### Range

**Relevant people:** client, estate agent, pack provider, those present at the property at the time of inspection, solicitor, conveyancer, work colleagues and other Domestic energy assessors

**Feedback:** positive, confirmatory, negative

**Resources:** availability of development activities, money, time, people, equipment, support

**Needs:** the latest legislation, codes of practice and regulations, technical issues in regard to domestic building construction and defects, reporting requirements, Certification Scheme requirements, communication skills, interpersonal skills, time management, self management

**Development Activities:** on the job training, training courses, open learning, structured reading, workshops, seminars, e-learning, video based training, self study, web-site research

# Unit 1 Principles of Domestic Energy Assessment

Outcome 2 Develop and maintain effective working relationships and professional practice

## Practical skills

The candidate will be able to:

- 1 demonstrate the action to take where it is not possible to respond to enquiries from people
- 2 handle disputes and differences of opinion in ways which minimise offence and maintain respect
- 3 demonstrate how to deal with people in a tactful, courteous and equitable manner at all times
- 4 respond appropriately to pressure from any person which might influence either objectivity or judgment
- 5 manage any potential conflicts of interest that may arise
- 6 present a positive personal and professional image at all times when dealing with people

## Underpinning knowledge

The candidate will be able to:

- 1 explain why it is important to promote goodwill and trust when working with people, and ways in which this can be achieved
- 2 explain how to respond to enquiries which are outside areas of authority, knowledge/expertise or where the information requested is confidential
- 3 describe ways in which disputes or differences of opinion should be handled to minimize offence and maintain respect
- 4 explain why it is important to present a positive personal and professional image when dealing with people, and how this can be achieved
- 5 explain the potential conflicts of interest that may be encountered and how these would be managed

## Range

**People:** client, estate agent, pack provider, those present at the property at the time of inspection, solicitor, conveyancer, work colleagues and other Domestic energy assessors, seller, purchaser, potential purchaser

**Goodwill and trust:** demonstrating a duty of care, honouring promises or undertakings, developing honest relationships, developing constructive relationships, exhibit a professional image

**Action:** inform the enquirer, pass the enquiry onto the relevant person or organization, suggest another course of action

**Potential conflict of interest:** personal, business, financial

# Unit 1 Principles of Domestic Energy Assessment

Outcome 3 Interpret the Energy Performance of Buildings Directive and associated Regulations and Requirements and business standards

## Practical skills

The candidate will be able to:

- 1 comply with the formal complaints procedure
- 2 comply with the auditing and monitoring requirements relevant to Domestic Energy Assessors
- 3 comply with all relevant legislation
- 4 comply with all officially published guidance and requirements relating to the undertaking of Domestic Energy Assessments and preparation of Domestic Energy Assessments
- 5 comply with recognised good practice and ethical standards
- 6 comply with the duties and responsibilities of a Domestic energy assessor
- 7 comply with the appeals process for complaints against Domestic energy assessors

## Underpinning knowledge

The candidate will be able to:

- 1 explain the current requirements and standards for Domestic Energy Assessors and how they correspond to personal competence
- 2 explain the formal complaints procedure and appeals process
- 3 explain the duties and responsibilities, prescribed codes of conduct and ethical Standards of a Domestic energy assessor
- 4 explain the specific auditing or monitoring requirements relevant to domestic energy assessors
- 5 explain the main points of relevant legislation relating to Domestic Energy Assessment
- 6 describe all officially published guidance and requirements relating to the undertaking of Domestic energy assessments and preparation of Domestic Energy Assessments
- 7 explain the importance of complying with recognised good practice

## Range

**Recognised good practice:** duty of care, legislation, ethical codes of practice, established good practice, officially published guidance

**Guidance and requirements:** issued by Government, certification scheme, Duties and responsibilities, prescribed codes of conduct and ethical standards issued by Government, certification scheme

**Auditing or monitoring requirements:** government, certification scheme, officially published guidance, building regulations, Planning regulations

## Unit 1

## Principles of Domestic Energy Assessment

### Outcome 4

### Maintain safe and secure practice and procedures

#### Practical skills

The candidate will be able to:

- 1 assess health and safety risks and security risks to people in different locations and pass on any suggestions for improvements to the responsible persons and advise the client or their representatives if the Domestic Energy Assessment cannot continue
- 2 ensure personal conduct in the workplace does not endanger the health and safety of self and other people
- 3 apply correctly and consistently the relevant security procedures and guidelines for protecting self and others including taking appropriate and effective emergency action when required
- 4 assess the risks to property and risks to information that could occur in different locations and pass on any suggestions for improvements to the responsible persons
- 5 apply correctly and consistently the relevant security procedures and guidelines for protecting property and information
- 6 ensure security equipment is functioning properly
- 7 ensure personal belongings, valuables, monies, keys and access codes are secure in appropriate locations
- 8 maintain the confidentiality of information at all times
- 9 ensure information is recorded correctly, stored in a suitable manner and disclosed only to people who are entitled to receive it and disposed of in a way that maintains security

#### Underpinning knowledge

The candidate will be able to:

- 1 evaluate health and safety and security legislation
- 2 identify the **health and safety risks** and **security risks** to **people** that could exist in different **locations** and remain alert to the presence of risks in the entire **workplace**
- 3 explain the importance of personal conduct in maintaining the health and safety of self and others
- 4 explain how to use equipment, materials and products safely
- 5 explain who should be informed of any conflicts between different health and safety requirements
- 6 explain the procedures that apply for different types of emergency
- 7 identify ways to improve health and safety within the **workplace** and security of **people** and to whom these should be given
- 8 evaluate the current legislation and national guidelines relating to the security of property and information
- 9 explain the systems for recording people's movements, absences or departures from agreed schedules and who should be informed
- 10 explain what types of emergency could occur and the procedures for dealing with them
- 11 identify the risks to **property**
- 12 explain the procedures for the security of **property** and how they apply in different circumstances

- 13 explain where to keep personal belongings, valuables and monies
- 14 explain the systems for securing and logging keys and access codes
- 15 identify what type of information could be sensitive and how disclosure could be damaging to others and explain who is entitled to different types of information
- 16 explain the systems for recording, storing and disposal of paper based or electronic information

### **Range**

**Health and safety risks:** the misuse of equipment, power supplies, fixtures, Interactions with other people, hazards, effects of VDUs

**Security risks:** Intimidation, verbal abuse, physical abuse, violence, kidnapping

**People:** self, colleagues, occupiers, 3rd parties

**Locations:** Office, development site, new houses, converted buildings, adjacent properties in a state of partial completion, vacant property, occupied property

**Workplace:** the office, the home being inspected, other locations where work is undertaken

**Property:** offices, personal property such as money, valuables, properties for sale, other locations visited

**Risks to property:** theft, damage, vandalism, arson, unwanted occupancy

**Risks to information:** loss or theft (including identity theft), misplacement, unauthorized access computer viruses, data protection

**Relevant security procedures:** maintain clear schedules of movements for self and colleagues risk assessments for personal safety and security

## Unit 1

## Principles of Domestic Energy Assessment

### Outcome 5

Assess building age, structure, construction and materials

#### Practical skills

The candidate will be able to:

- 1 assess the age of a property
- 2 assess the type of construction of a property
- 3 assess the materials used to construct each part of a property
- 4 assess the fuel types
- 5 assess water and space heating methods

#### Underpinning knowledge

The candidate will be able to:

- 1 identify the age of a property
- 2 identify types of construction
- 3 identify construction materials
- 4 identify fuel types
- 5 identify water and space heating methods
- 6 describe the purpose behind government approved procedures for assessing the energy efficiency of a property
- 7 explain how the energy efficiency of a building is affected by the materials and types of construction used

#### Range

**Age:** Pre 1949, 1950-1981, 1982-1995, 1996-2002, Post 2002

**Types of construction:** timber frame (modern, period), prefabricated, steel frame, concrete frame, system built, traditional (brick, stone), solid walls, cavity walls, modern methods of construction

**Materials:** brick, block, tile, slate, stone, timber, cement, concrete, plaster, lime, metals (aluminium, copper, lead, zinc, tin, cast iron, steel), plastic, glass, mortar, straw bale, thatch, felt, decorative, asphalt, asbestos, wattle and daub

**Fuel:** gas, electrical, heating, oil, solid, alternative energy

**Part:** chimney flues, main walls and claddings, windows, external doors, insulation, internal walls partitions, floors, fireplaces

## Unit 2

# Prepare, undertake and produce Domestic Energy Assessments

### Rationale

The aim of this unit is to enable the candidate to have the knowledge and skills to prepare, undertake and produce Energy Performance Certificates in accordance with the requirements of the Housing Act 2004, associated Regulations including the inspection reporting requirements. The Unit is one of two required to gain the Certificate in Domestic Energy Assessment which is an approved qualification for membership of a Government Approved Certification Scheme required to practice as a Domestic Energy Assessor

### Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to:

- Outline, agree and confirm terms, conditions and arrangements for carrying out an Energy Assessment and providing a Energy Performance Certificate
- Investigate relevant matters relating to a property
- Identify sample properties for inspection
- Collate information for the assessment of energy efficiency
- Produce and maintain complete, comprehensive and accessible records of findings and Domestic Energy Assessments, issue energy performance certificates and explain their contents

### Guided learning hours

It is recommended that 90 hours should be allocated for this unit. This may be on a full time or part time basis.

### Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- VRQ for Home Inspectors

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving

### Assessment and grading

This unit will be assessed by:  
an assignment covering practical skills.

## Unit 2 Prepare, undertake and produce Domestic Energy Assessments

Outcome 1 Outline, agree and confirm terms, conditions and arrangements for carrying out an Energy Assessment and providing a Energy Performance Certificate

### Practical skills

The candidate will be able to:

- 1 respond promptly to requests from clients or their representatives to undertake a Energy Performance Certificate, clarifying any requirements and expectations they may have.
- 2 examine any circumstances preventing the undertaking of an Energy Assessment and explain the reasons to the client or their representatives.
- 3 explain the limitations and constraints of the proposed Energy Assessment to the client or their representatives
- 4 confirm the agreed terms, conditions and instructions under which the Energy Performance Certificate will be undertaken to the client or their representatives
- 5 confirm the date and time of the inspection and any specific arrangements that apply to the inspection with the client or other occupiers
- 6 ensure the client or their representative understands why an EPC is a required by statute.

### Underpinning knowledge

The candidate will be able to:

- 1 interpret the current regulations under the relevant legislation that relate to the role of a Domestic Energy Assessor in determining the need for and the undertaking of Domestic Energy Assessments
- 2 judge when a potential conflict of interest will require disclosure to the clients or their representatives, or to decline the instructions altogether
- 3 identify the circumstances, limitations and constraints that apply to the conducting of Domestic Energy Assessments
- 4 illustrate the reason for confirming in writing the specific arrangements agreed between the Domestic Energy Assessor and the client or their representatives which apply to the inspection
- 5 state fee structures and payment arrangements for Domestic Energy Assessments

### Range

**Respond:** face to face, in writing, by telephone, by email

**Circumstances:** properties outside your current level of competence, your own diary pressures, conflict of interest, type of property is not required to have a Domestic Energy Assessment

**Specific arrangements:** access to the property, those present at the property at the time of the inspection, health and safety issues, on-site inspection

**Potential conflict of interest:** personal, business, financial

## Unit 2 Prepare, undertake and produce Domestic Energy Assessments

Outcome 2 Investigate relevant matters relating to a property

### Practical skills

The candidate will be able to:

- 1 investigate, evaluate and record information or constraints including any significant factors or which may influence the inspection and completion of a comprehensive Domestic Energy Assessment
- 2 assess whether the property falls within the scope of Home Information Pack or Energy Assessment legislation.
- 3 advise the client or their representatives promptly when an investigation reveals problems that prevent an inspection.

### Underpinning knowledge

The candidate will be able to:

- 1 identify and assess the sources and types of information needed to ensure a complete and accurate Domestic Energy Assessment is generated.
- 2 illustrate how information is obtained on relevant matters relating to a property
- 3 assess relevant constraints that may affect or prevent an inspection.
- 4 describe the types of property to which RDSAP methodology and energy assessment legislation do not apply
- 5 state the importance of the most up-to-date version of the RdSAP software and associated reference materials.

### Range

**Significant factors:** gaps in information, health and safety considerations

**Information:** planning, conservation, geographical, health and safety

**Obtained:** Web based research, contact local authorities, local knowledge, client information

**Constraints:** building and planning regulations, conservation, restrictive covenants, lease terms geographical, health and safety considerations, property type

## Unit 2 Prepare, undertake and produce Domestic Energy Assessments

### Outcome 3 Identify sample properties for inspection

#### Practical skills

The candidate will be able to:

- 1 request relevant information relating to the properties in question from the owner or manager of those properties
- 2 take appropriate action where the required property information is incomplete, inaccurate or not forthcoming
- 3 evaluate information relating to a property or properties in order to determine their similarities and differences with regard to factors likely to affect energy performance
- 4 identify, from your evaluation of the information, a property or number of properties that constitute a representative sample for the purposes of accessing energy performance
- 5 demonstrate where it is not possible to identify sample properties, record your rational and explain the situation to the owner or manager of the properties.

#### Underpinning knowledge

The candidate will be able to:

- 1 interpret the regulations relating to the sampling of properties for inspection using the RdSAP methodology
- 2 interpret the range of information required relating to the properties in question, and the potential sources of such information
- 3 analyse the action to take in cases where the required property information is not forthcoming, incomplete or inaccurate
- 4 state the factors that affect the energy performance of the buildings
- 5 evaluate information relating to properties in order to determine their similarities and differences with regard to the factors likely to affect their energy performance
- 6 identify a property or number of properties that constitute a representative sample for the purposes of assessing energy performance
- 7 explain the importance of recording and communicating your reasons where it has not been possible to identify sample property/properties
- 8 explain what a representative sample is
- 9 explain the consequences of an unrepresentative/ inappropriate sample.

#### Range

**Information:** Plans, logbooks, other relevant information relating to the characteristics of the properties

**Actions:** Explain consequences of failure to supply information (eg need to inspect all properties), request information from other sources

## **Unit 2                      Prepare, undertake and produce Domestic Energy Assessments**

Outcome 4                      Collate information for the assessment of energy efficiency

### **Practical skills**

The candidate will be able to:

- 1            ensure that the equipment and resources needed for an inspection are available and used correctly to collect and interpret data
- 2            present identification to those present at a property before commencing an inspection and identify circumstances when at the property that prevent you continuing with the inspection and explain the reasons to the client
- 3            Perform a methodical inspection on all relevant aspects of a property to determine construction and the main materials used and take necessary measurements in accordance with the requirements of RDSAP methodology
- 4            investigate further where observations, evidence or findings are inconsistent.
- 5            assess all additional information that is needed about the property
- 6            operate the correct procedures for collecting information to enable the energy efficiency of the property to be determined.

### **Underpinning knowledge**

The candidate will be able to:

- 1            select equipment and resources needed for the inspection
- 2            identify the detailed inspection requirements that apply to the property in preparing a Domestic Energy Assessments
- 3            Describe the various types of building construction and materials
- 4            Illustrate how to conduct a thorough inspection and collate information of the building and services, with accurate observations, and measurements where appropriate
- 5            Illustrate how to make further investigations where observations are inconsistent with existing evidence and expected findings and demonstrate how to identify the causes of these inconsistencies
- 6            Describe the definitions and conventions embodied within current RDSAP methodology and the factors which are relevant and those that are not relevant to the determining the energy performance of a property
- 7            assess the relative sensitivity of the different factors that affect the energy performance of property
- 8            state the requirements and application of building regulations and other technical standards
- 9            state the importance of keeping your records legible, complete and accurate
- 10          Identify characteristics of converted non domestic property
- 11          Differentiate between main building and later additions
- 12          state the purpose behind the government procedures for assessing the energy performance of property and list the range of government authorised energy rating organisations.

## **Range**

**Measurements:** calculating the floor area, alternate wall type area, standard window area, extended data window area, ceiling height, wall thickness, % roof covering by PV panels) insulation thickness for providing data for the calculation of energy efficiency

**Services:** electrical, gas mains/stored, oil, heating

**Relevant aspects:** main walls and claddings, ( Construction, Thickness, Cavity insulation, Stone (Igneous or sedimentary) alternative and non traditional wall types), windows, (Material, , Double glazing, Secondary glazing, pre/post 2002), external doors, (Type, construction), roof structure, (Inaccessible areas, Insulation), floors, (Construction), fireplaces and chimney breasts, (Gas fires/back boilers/ventilation)

**Inspection:** Built form, age, dimensions, construction, insulation, windows, heating systems, heating system controls, water heating, relevant aspects of non standard properties, other details ( open fires, photovoltaics)

**Circumstances:** The discovery of unexpected or hazardous conditions or materials  
Other potential threats to health and safety, property beyond your level of expertise

## **Unit 2                    Prepare, undertake and produce Domestic Energy Assessments**

Outcome 5            Produce and maintain complete, comprehensive and accessible records of findings and Domestic Energy Assessments, issue energy performance certificates and explain their contents

### **Practical skills**

The candidate will be able to:

- 1            Produce complete, comprehensive, legible and accurate site notes
- 2            Maintain a secure methodical catalogue of records that can be accessed readily for future use
- 3            assemble and collate information from the inspection outcomes and from other relevant sources
- 4            produce a complete and objective Domestic Energy Assessment that meets relevant codes of practice and standards using prescribed technology and delete any energy saving measures that are inappropriate providing your reasons
- 5            Demonstrate logging the Domestic Energy Assessment on the national database and inform clients or their representatives that the Domestic Energy Assessment is complete and available to them
- 6            explain the ratings and recommendations included in the Energy Performance Certificate and produce practical advice to the client and/or other interested parties
- 7            explain the ratings and recommendations included in the Energy Performance Certificate and produce behavioural advice to the occupant
- 8            respond to questions about the Domestic Energy Assessment, provide clarification when required and refer individuals to relevant sources of information and advice when necessary

### **Underpinning knowledge**

The candidate will be able to:

- 1            explain the required range of information, evidence and level of detail relating to the property and its energy performance as defined by the current RDSAP methodology to produce complete and comprehensive Energy Performance Certificates
- 2            justify the importance of making and maintaining records that are complete, accurate and legible and the importance for storing records securely allowing for future access for the minimum period
- 3            explain the range of methods, formats, reasons and conventions for recording information and evidence on the property and its energy performance and the purposes for which your records may be used
- 4            describe the relevant technology applications for the production and filing of completed Domestic Energy Assessments and the required format and content of the Energy Performance Certificate

- 5 describe the factors and underpinning principles of the prescribed technology which are relevant to the determination of the energy efficiency rating of a property and those that are contained within the Energy Performance Certificate
- 6 illustrate how to collate information required to assess the energy efficiency of a property and input required collated data into the prescribed technology
- 7 describe the circumstances in which items can be recorded as 'not known'
- 8 Explain the importance of checking the data is clear, complete, has been correctly inputted and how to review data if the calculation will not process
- 9 Illustrate how to evaluate and interpret the ratings and recommendations of an Energy Performance Certificate, to provide practical advice, deleting any recommendations that are inappropriate, and providing your reasons
- 10 Research the way in which recommendations are generated and the circumstances when it is appropriate to delete them
- 11 explain the importance of using plain language and appropriate terms where free text is allowed
- 12 explain the importance of informing clients or their representatives when the Domestic Energy Assessment is complete and how to respond to questions or requests for clarification and explain limitations on answers
- 13 Identify the sources of further information to which people should be referred when you are not able to answer their queries
- 14 explain the range of measures to improve the energy performance of a property that may be included within an EPC clearly to the consumer

### **Range**

**Records:** paper based, electronic, internal, external

**Information:** levels of thermal insulation, types and efficiency of the heating system, ventilation, alternate energy sources, fuel sources

**Measures:** Specific lower cost measures, specific higher cost measures, specific further measures to achieve an even higher standard, simple behavioural measures ( e.g. using energy saving appliances, turning off lights)

## 10 Assignments

The assignments for the Diploma for Domestic Energy Assessors are available on the City & Guilds website under the 6020 qualification page.

## Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

| Nation                  | Who to contact   | Website  |
|-------------------------|--|--|
| <b>England</b>          | The Qualifications and Curriculum Authority                      | <a href="http://www.qca.org.uk">www.qca.org.uk</a>             |
| <b>Scotland</b>         | The Scottish Qualifications Authority                            | <a href="http://www.sqa.org.uk">www.sqa.org.uk</a>             |
| <b>Wales</b>            | The Department for Education, Lifelong Learning and Skills Wales | <a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a> |
| <b>Northern Ireland</b> | The Council for Curriculum, Examinations and Assessment          | <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>           |

## Appendix 1      Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

### **Approval for global online assessment (GOLA)**

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (**[www.cityandguilds.com /e-assessment](http://www.cityandguilds.com/e-assessment)**). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

## Appendix 2 Summary of City & Guilds assessment policies

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

### Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

#### Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

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### Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

## Appendix 3 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

| Nation                  | Who to contact  | For higher level qualifications   |
|-------------------------|---|---|
| <b>England</b>          | <p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at <b>www.lsc.gov.uk</b> and, for funding for a specific qualification, on the Learning Aims Database <b>http://providers.lsc.gov.uk/lad</b>.</p> | <p>Contact the Higher Education Funding Council for England at <b>www.hefce.ac.uk</b>.</p>                            |
| <b>Scotland</b>         | <p>Colleges should contact the Scottish Further Education Funding Council, at <b>www.sfc.co.uk</b>. Training providers should contact Scottish Enterprise at <b>www.scottish-enterprise.com</b> or one of the Local Enterprise Companies.</p>   | <p>Contact the Scottish Higher Education Funding Council at <b>www.shefc.ac.uk</b>.</p>                               |
| <b>Wales</b>            | <p>Centres should contact the department for education, lifelong learning and skills: <b>www.new.wales.gov.uk</b></p>   | <p>Centres should contact the department for education, lifelong learning and skills: <b>www.new.wales.gov.uk</b></p> |
| <b>Northern Ireland</b> | <p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>  | <p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>                          |

## Appendix 4 Domestic Energy Assessor Matrix

|                 |   | No Issues | Extensions | Room in Roof | Conservatory | Alternative wall type | Solid Wall | Converted non domestic | No Issues | Extensions | Room in Roof | Conservatory | Alternative wall type | Solid Wall | Converted non domestic | No Issues | Extensions | Room in Roof | Conservatory | Alternative wall type | Solid Wall | Converted non domestic | No Issues | Extensions | Room in Roof | Conservatory | Alternative wall type | Solid Wall | Converted non domestic |           |  |  |  |  |  |  |
|-----------------|---|-----------|------------|--------------|--------------|-----------------------|------------|------------------------|-----------|------------|--------------|--------------|-----------------------|------------|------------------------|-----------|------------|--------------|--------------|-----------------------|------------|------------------------|-----------|------------|--------------|--------------|-----------------------|------------|------------------------|-----------|--|--|--|--|--|--|
| Terrace/Semi    | A |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |  |  |  |  |  |  |
|                 | B |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |  |  |  |  |  |  |
| Detached        | A |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |  |  |  |  |  |  |
|                 | B |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |  |  |  |  |  |  |
| Flat/Maisonette | A |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |  |  |  |  |  |  |
|                 | B |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |            |              |              |                       |            |                        |           |  |  |  |  |  |  |
|                 |   | Pre 1949  |            |              |              |                       |            |                        | 1950-1981 |            |              |              |                       |            |                        | 1982-1995 |            |              |              |                       |            |                        | 1996-2002 |            |              |              |                       |            |                        | Post 2002 |  |  |  |  |  |  |

| DEA number | Property address |
|------------|------------------|
|            |                  |
|            |                  |
|            |                  |
|            |                  |
|            |                  |
|            |                  |
|            |                  |
|            |                  |
|            |                  |
|            |                  |

The candidates need to enter the Domestic Energy Assessment numbers into the relevant boxes in the first matrix. The address of the property should be entered in the table against the inspection number. This ensures that the candidates cover the necessary number of property types, ages of properties and the issues.

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and training**