



Australian Government

Department of Education, Employment and Workplace Relations

CPPHSA5004A Educate clients about thermal efficiency of residential buildings

Release: 1

CPPHSA5004A Educate clients about thermal efficiency of residential buildings

Modification History

Version	Comments
1	This version first released with CPP07 Property Services Training Package Version 11.

Unit Descriptor

This unit of competency specifies the outcomes required to educate clients, including tradespeople, building professionals and end users, about the thermal efficiency features incorporated in the design of residential buildings. It includes assessing client awareness of the thermal efficiency features of buildings, educating clients about these features, and providing follow-up services.

Application of the Unit

This unit of competency supports the work of Nationwide House Energy Rating Scheme (NatHERS) assessors engaged in assessing, and making recommendations for improving, the thermal performance of planned and existing residential buildings.

Licensing/Regulatory Information

In some jurisdictions, this unit of competency may form part of the accreditation, licensing, legislative, regulatory or certification requirements for NatHERS assessors.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Assess client awareness of thermal efficiency features of residence.	1.1	<i>Effective communication strategies</i> are employed to establish rapport with client and respond to <i>client</i> questions and concerns.
		1.2	Client awareness of <i>thermal efficiency features</i> of residence and the ways to maximise the benefits of those features is identified.
		1.3	<i>Influences that impact on client attitudes</i> to thermal efficiency features of residence are identified.
		1.4	Potential <i>barriers</i> to client maximising thermal efficiency features of residence are identified.
		1.5	<i>Information needs</i> of client in relation to the thermal efficiency features of residence are identified.
2	Educate client about thermal efficiency features.	2.1	Information on thermal efficiency features of residence and potential benefits of these features is provided to client.
		2.2	<i>Practices and behaviours</i> that maximise the effectiveness of the thermal efficiency features of residence are explained to client.
		2.3	Proactive strategies for supporting client adoption of recommended practices and behaviours are identified.
		2.4	Potential barriers to client adoption of recommended practices and behaviours, and strategies for overcoming these barriers, are identified in consultation with client.

- | | | | |
|---|-----------------------------|-----|--|
| 3 | Provide follow-up services. | 3.1 | Need for <i>follow-up services</i> is determined in consultation with client. |
| | | 3.2 | Required follow-up services are identified and provided as agreed with client. |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to interact in an ethical manner with clients from diverse social, economic and cultural backgrounds
- decision-making and problem-solving skills to identify and suggest strategies for overcoming barriers to client adoption of practices and behaviours that maximise the thermal efficiency of residential buildings
- literacy skills to read and interpret a variety of texts, including legislation, regulations, and conduct and ethical standards
- numeracy and data analysis skills to:
 - analyse benefits of thermal efficiency measures
 - interpret information on potential energy savings associated with use of different measures designed to improve the thermal efficiency of residential buildings
- planning, organising and scheduling skills to undertake work-related tasks, such as meeting with clients
- research skills to identify and locate documents, reports and information relating to the information needs of clients on the types and benefits of thermal efficiency measures
- technology skills to access online databases to gather information on thermal efficiency features of residential buildings

Required knowledge

- behaviour change:
 - barriers to voluntary behaviour change
 - conditions necessary for behaviour change
 - factors that increase likelihood of voluntary behaviour change
 - models of behaviour change
 - personal and environmental factors that impact on behaviour change
 - stages of change
 - strategies for dealing with relapse
 - strategies to promote behaviour change
- consultation models and approaches
- patterns of occupant use of housing:
 - times of use
 - types of use
 - ways of determining types and times of use

- thermal efficiency of residential buildings:
 - benefits of increasing thermal efficiency of residential buildings
 - role of assessor in promoting behaviour change
 - thermal efficiency features of houses
 - ways of optimising benefits of thermal efficiency installations in residential buildings
 - sources of information on thermal efficiency of residential buildings

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by candidates educating a client about the ways of maximising the effectiveness of the thermal efficiency features of a residential building. This would involve assessing client awareness of the thermal efficiency features of buildings, educating clients about these features, and providing follow-up services.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person should demonstrate the ability to: • apply effective communication and interpersonal skills to build rapport with clients • assess clients' awareness of thermal efficiency features of their residence and ways of maximising the effectiveness of those features • explain to clients how their practices and behaviours impact on the effectiveness of the thermal efficiency features of their residence • educate clients about thermal efficiency features of their residence, including promoting client practices and behaviours that encourage effective use of the energy-efficient features of their residence • provide clients with follow-up services.
Context of and specific resources for assessment	Assessment of this unit: • must be in the context of the work environment • may be conducted in an off-site context, provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills

	• must meet relevant compliance requirements. Resource implications for assessment include: • relevant codes, standards and government regulations • access to clients • computer equipment suitable for generating reports • technical reference library with current publications on behaviour change, thermal efficiency, communication strategies, and consulting models and strategies.
--	---

Method of assessment	Assessment for this unit must verify the practical application of the required skills and knowledge, using one or more of the following methods: - written and/or oral assessment - observed, documented and/or first-hand testimonial evidence of the candidate educating a client about the ways of maximising the effectiveness of the thermal efficiency features of a residential building.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Effective communication strategies</i> may include:	- active listening - being non-judgemental - empathy - exploring problems - expressing an individual perspective - providing sufficient time for questions and responses - providing summarising and reflective responses in conflict situations - using appropriate words, behaviour, posture and tone - using clarifying and summarising questions - using clear and concise language - using culturally appropriate communication - using plain English - using verbal and non-verbal communication.
<i>Client</i> may include:	- building professionals - end users of residence

	• tradespeople.
--	---

<i>Thermal efficiency features</i> may include:	• construction materials • draught proofing • floor coverings • glazing • insulation levels • landscaping and planting • orientation • passive heating and cooling • shade • skylights • thermal mass • ventilation • window coverings • window size, location and type • zoning and layout.
<i>Influences that impact on client attitudes</i> may include:	• advertising • age and gender • cost • education level • employment status • government funding • lifestyle • media • past experience • perceptions of: • benefits and limitations • impact on lifestyle • political and social leanings • socio-economic status • training • use of dwelling • views of others: • colleagues • family • friends • peers • significant others.
<i>Barriers</i> may include:	• apathy • cost • expectations of high-consumption lifestyle • inaccurate and inadequate information

	• lack of engagement • lack of support from others • lack of time • medical needs • negative perceptions • past experience • poor communication • powerlessness • suitability of measures and property features to client needs.
Information needs may include:	• benefits of thermal efficiency features: • contribution to improved environment • lifestyle • lower energy bills • reduced carbon footprint • reduced energy consumption • thermal efficiency features of residence • work practices.
Practices and behaviours may include:	• accurate specification of thermal efficient materials and provision of advice to tradespeople and end users on thermal efficiency features of building by building professionals • use of residence by end users that maximises benefits of the thermal efficiency installations • work practices of tradespeople.
Follow-up services may include:	• positive feedback and reinforcement • provision of information • review of strategies for reducing energy use • support and mentoring • tactics to deal with relapse.

Unit Sector(s)

Home sustainability assessment

Custom Content Section

Not applicable.