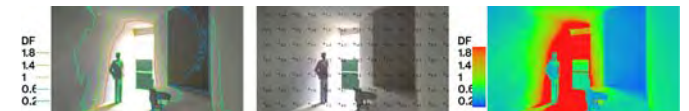


Gifford mind maps

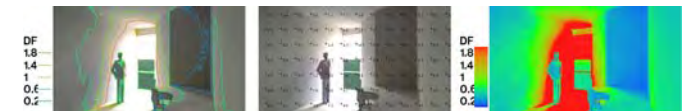
Visual communication of technical information



In a complex world

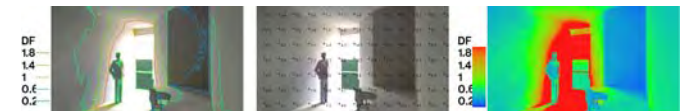
- Information overload
- Regulations changing too fast
- Rules of thumb long gone
- Design compromise

How to achieve good architecture and functional buildings...?



...Gifford mind maps

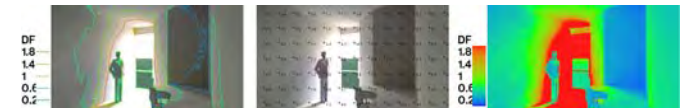
- A superset of experience and relevant standards
- Brief summaries for key topics
- Suitable for RIBA Stage C concept design
- Help clarify brief and route through the issues
- Give difficult issues a sense of scale and significance

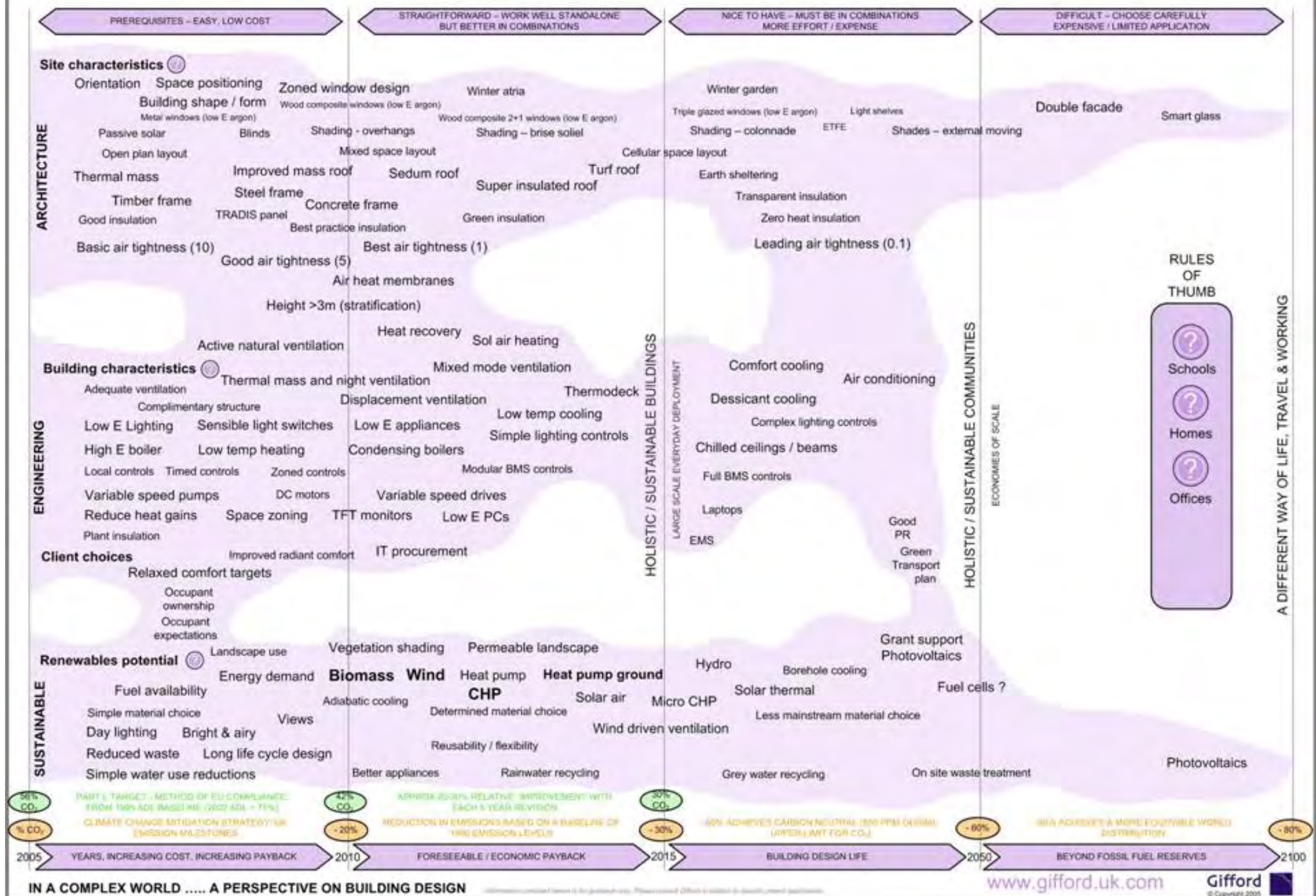


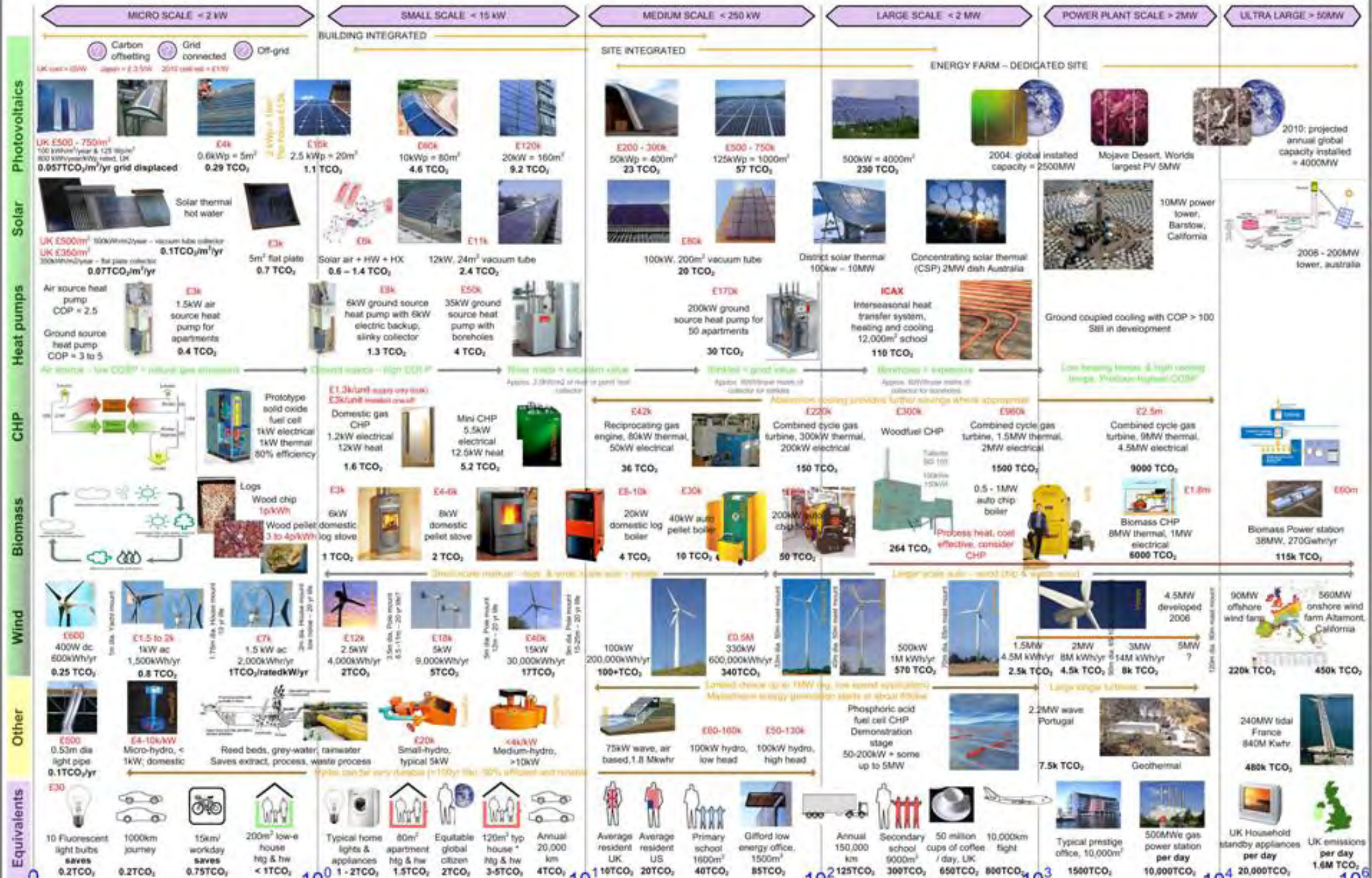
Topics covered

- Generic building design
- Renewable energy
- Legislation and consequences
- Building characteristics
- Site characteristics
- Sustainable buildings checklist
- School design
- Housing design

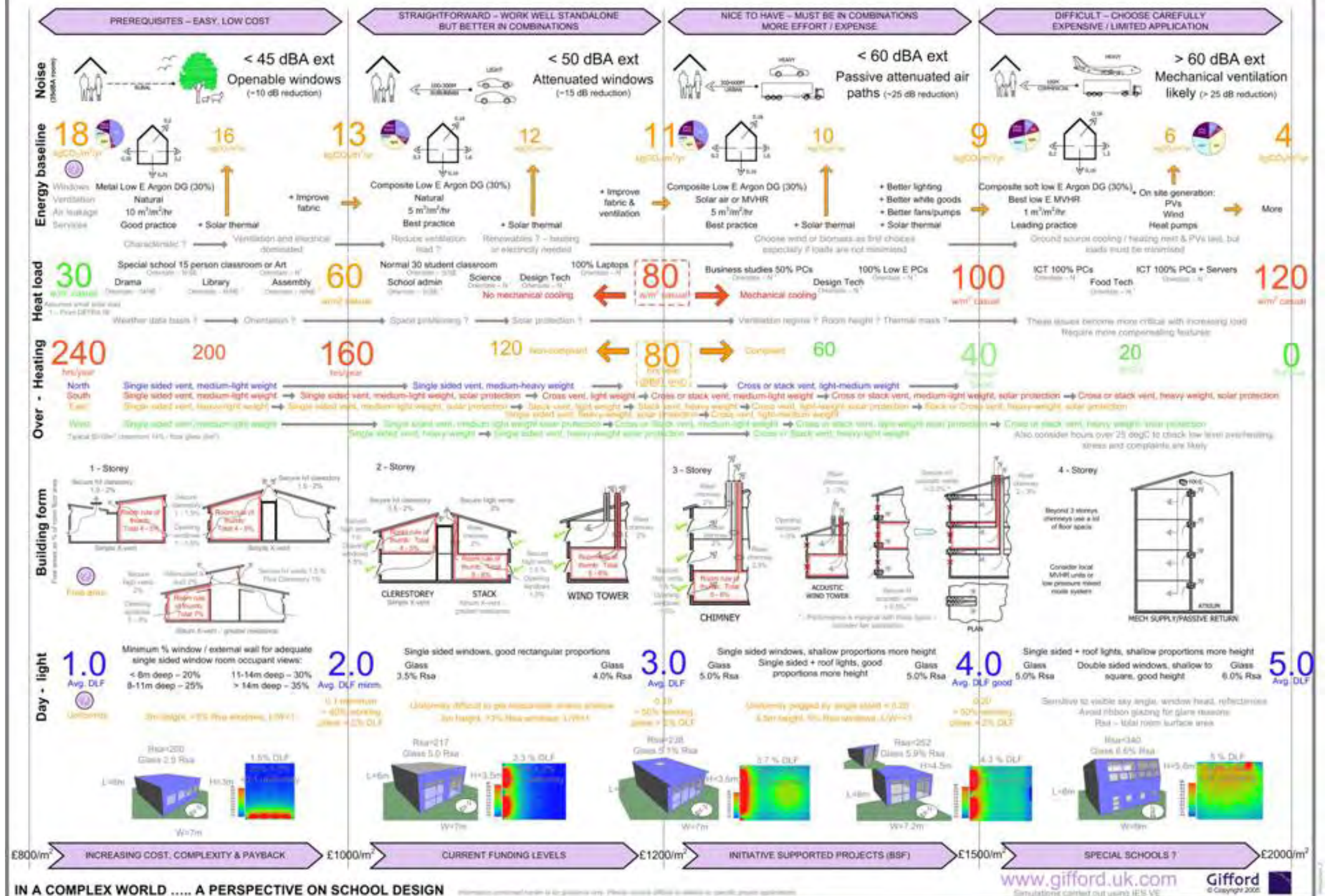
... more to follow





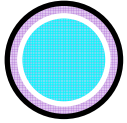


IN A COMPLEX WORLD A PERSPECTIVE ON LOW & ZERO CARBON TECHNOLOGIES (LZCT) www.gifford.uk.com Gifford © Copyright 2008

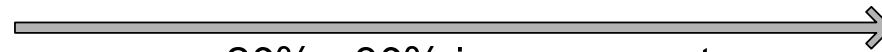


Excerpt from legislation map

Part L 2006



Other fuels than gas less demanding target

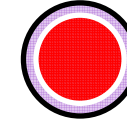


20% - 30% improvement

Renewables benchmark provision 10%
Domestic solar overheating checks

RIA - sharp discontinuities in the price of increased fabric performance much above 2006 standards

Part L 2010

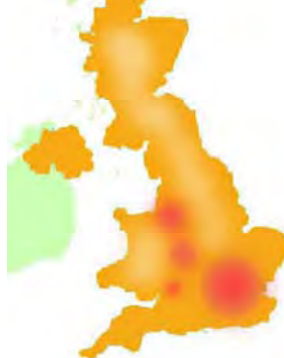


Move towards a carbon standard that is independent of fuel

Likely costs: Flat £323 ea, S/d house £574 ea, D/ house £1170 ea, Commercial / public £ 19/m², Industrial £7/m²

Other key issues: Biomass carbon factor x 8 less than gas. On site generated elec 35% better carbon factor than grid

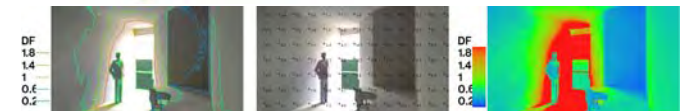
2011 - 2040



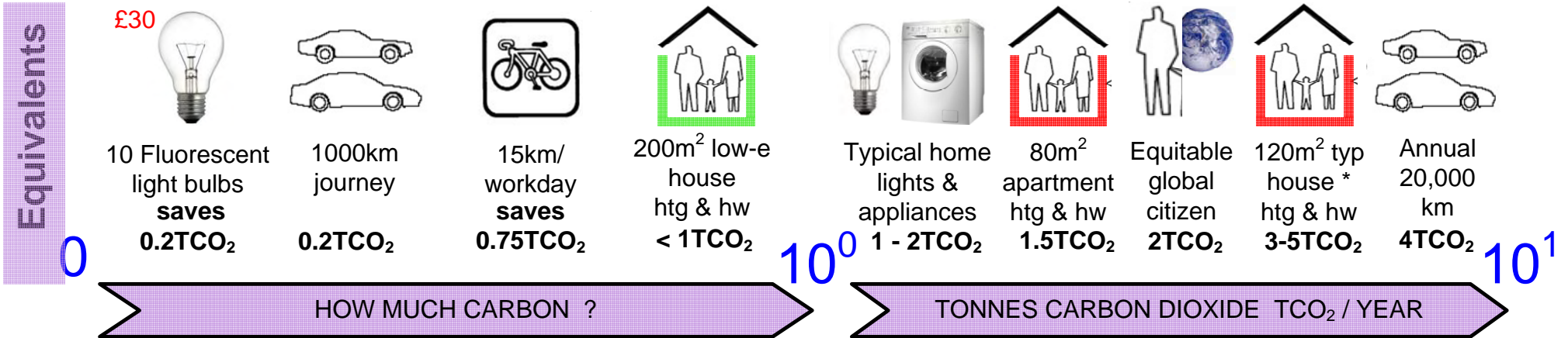
2050
+ 1.5 - 2 degC winter
+1.5 - 3 degC summer

2050
+ 1.5 - 2 degC winter
+2 - 3.5 degC summer

2041 - 2070



Excerpt from renewables map



£8k
6kW ground source heat pump with 6kW electric backup, slinky collector
1.3 TCO₂

£50k
35kW ground source heat pump with boreholes
4 TCO₂



£500 - 750k
125kWp = 1000m²
57 TCO₂



500kW = 4000m²
230 TCO₂

£1.3k/unit supply only (bulk)
£3k/unit installed one-off

Domestic gas CHP
1.2kW electrical
12kW heat
1.6 TCO₂



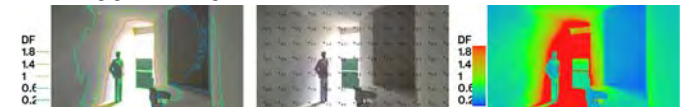
Mini CHP
5.5kW electrical
12.5kW heat
5.2 TCO₂



£80k
100kW, 200m² vacuum tube
20 TCO₂

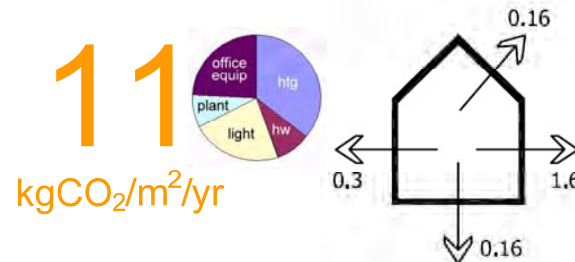
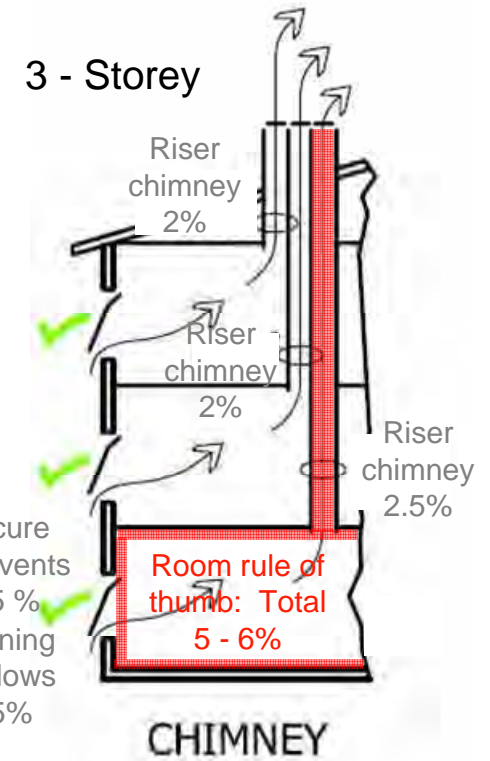
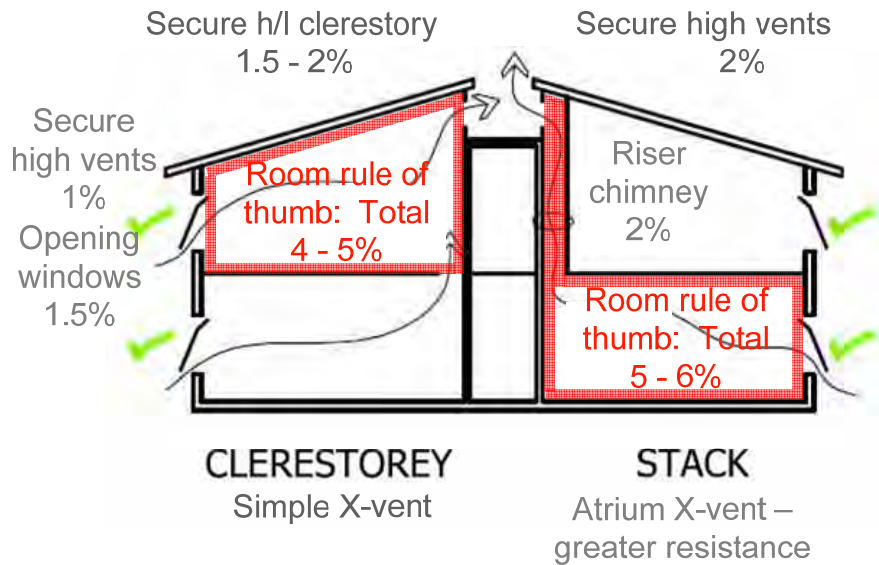


District solar thermal
100kw – 10MW



Excerpt from schools map

2 - Storey



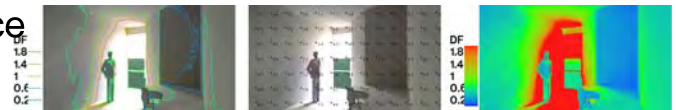
+ Improve fabric & ventilation

Composite Low E Argon DG (30%)

Solar air or MVHR

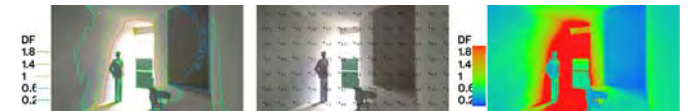
5 m³/m²/hr

Best practice



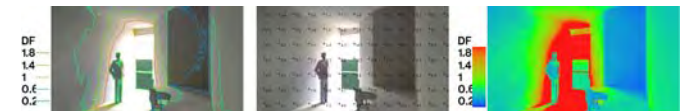
The next stage

- At RIBA Stage D, more detail is required
- Deliver results of studies in related A3 visual format
 - Easier understanding and dissemination
 - More likely to be read by team



Example case studies

1. Large secondary school;
 - Overheating
 - Daylighting
 - Part L and BREEAM
2. Classroom daylight study



Secondary school, A3

Initial summer overheating results

Minimising solar gains will reduce summer overheating. This is part of a package of measures necessary to obtain BREEAM credits to achieve an 'Excellent' rating. It is also key to a healthy learning environment and the whole life functioning of the school.

The building must comply with BB107 - The internal room temperature must not exceed more than 9°C over summer air temperature. The mean over 24hr must not exceed 12°C. The peak internal temperature must not exceed 26°C.

BB14 Thermal comfort - Must not overheat more than 87 hours - This is achievable with 10% transpiration along glass - ensure night high levels of natural ventilation.

The image to the left shows that no part of the building overheat to more than 26°C, allowing 4 occupants with BB87 and achieves the BREEAM HW14 credit.

To provide robust performance over the life of the building, it should seek well when exposed to a hot weather file. The results shown below show a positive (consistent) performance of 0-2000.

2000 During the period of May - September 1980 - 17.00h the internal temperature is over 26°C for 83 hours. A well controlled naturally ventilated building will overheat by a similar amount. 80-82 hours is shown approximately half way down the scale shown to the left.

Design solution for problem areas:
 - spaces which experience high loads or high solar gains;
 - resource learning space (high solar occupancy);
 - no natural ventilation area;
 - res (high internal loads);
 - were corrected by the addition of 4 sets of ventilation during the occupied hours.

4 sets 1500/600 double glazed louvers
 4 sets 1500/600 closed windows
 4 sets 1500/600 top hung 100% restricted => 5% floor area open

Window closed at night, mechanical ventilation system cools the room in unoccupied hours (included in current design)

BB87 (2006) = COMPLIANT ✓
 Revised design: BB87 (2020) = SEMI-COMPLIANT ✓
 BREEAM HW14 = ACHIEVED ✓
 design: ROBUST, FUTURE PROOF ✓

Seasonment Leys - Summer overheating Date: 02/11/06 Drawn: MAR Page 3 of 5

Results of daylight assessment for typical and key spaces

Achieving the BREEAM credit HW1, Daylighting is representative of good design and makes an important contribution to teacher and pupil wellbeing, as well as learning ability. In this case, due to internal office space and deep plan cross sections the credit is not met.

Despite the development not achieving the BREEAM credit the main teaching spaces do have daylight levels exceeding 2% and appropriate depth - with notes, they are representative of good design.

Compliance with requirements can be demonstrated by:
 1. All occupied spaces are adequately depth with an average daylight factor of at least 2%
 2. Spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 3. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 4. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 5. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 6. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 7. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 8. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 9. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%
 10. All spaces above the first floor (where applicable) with an average daylight factor of at least 2%

Part space comment:
 % of total surface area of building facade: 7.5%
 0.0m
 2.3m
 depth = 95% ceiling height
 area = 7.5m² min. clear glazing, typical classroom

The Gifford Daylight Assessment has been used for 400 checks of typical classroom spaces for BREEAM compliance, in comparison with Robussee rendering for those complex spaces.

Seasonment Leys School - key design data
 Model: Seasonment Leys School
 Date: 12/01/07
 Drawn: MAR

The whole building was simulated in 3D using the 'Virtual Environment' from IES, which allows the Robussee code for daylight evaluation. A part of the exterior view of the building is shown here.

Seasonment Leys School - Daylighting Date: 12/01/07 Drawn: MAR Page 5 of 5

Part L2a compliance strategy

1 - 'actual' building
 Computer generation process to define the carbon emission target for the building

2 - 'notional' building
 The notional building is a modified version of the proposed building which has U-values, window sizes and service efficiencies determined by the 2002 Part L regulations. It is defined very precisely by the compliance software, and is not intended to be an accurate representation of the proposed building design. The figure above shows large areas of rooflights and windows that are not present on the designed building, and are an integral part of the way the regulations define the notional building.

3 - The third building is the 'real' building or the constructed building

The above process generates three carbon emission rates:

- 1) The NER - notional emissions rating. This is the carbon emitted by building 2, and is equivalent to a 2002 emission rate.
- 2) The TER - target emissions rating. This is the carbon emission target for the building and is calculated by multiplying the NER by a building specific multiplier.
- 3) The BER - building emissions rating. This is the figure generated by building 1 and must be lower than the TER for the building to comply.

The real building must also have a lower carbon emission rating than the TER and be able to prove construction testing.

BREEAM E01 CO2 emissions
 As part of the Miller team strategy, all new-build schools must exceed Part L 2006 requirements by at least 10%, to achieve at least 6 credits. Gifford would recommend the following to guarantee we obtain the credits

Current results:
 NER = 32.9 kgCO₂/m²/year
 TER = 23.7 kgCO₂/m²/year
 BER = 18.8 kgCO₂/m²/year

Currently achieving a 16% saving and will obtain the BREEAM credits ✓

U-value strategy:
 U_{roof} = 0.27
 U_{wall} = 0.15
 U_{floor} = 0.2
 U_{glaz} = 0.18

Autogenesis
 50% kWh/m² @ 2008

Best services efficiency - 85%
 Best recovery

Carbon emission reductions

Notional: 100 tonnes CO₂/year
 Actual: 85 tonnes CO₂/year

Reductions: 15% (Lighting), 15% (Fan & pump power), 15% (Heating & hot water)

Seasonment Leys - Part L2a Compliance Date: 02/11/06 Drawn: MAR Page 2 of 5

Seasonment Leys School - Summer overheating

Design solution for problem areas:
 - spaces which experience high loads or high solar gains;
 - resource learning space (high solar occupancy);
 - no natural ventilation area;
 - res (high internal loads);
 - were corrected by the addition of 4 sets of ventilation during the occupied hours.

4 sets 1500/600 double glazed louvers
 4 sets 1500/600 closed windows
 4 sets 1500/600 top hung 100% restricted => 5% floor area open

Window closed at night, mechanical ventilation system cools the room in unoccupied hours (included in current design)

BB87 (2006) = COMPLIANT ✓
 Revised design: BB87 (2020) = SEMI-COMPLIANT ✓
 BREEAM HW14 = ACHIEVED ✓
 design: ROBUST, FUTURE PROOF ✓

Seasonment Leys - Summer overheating Date: 02/11/06 Drawn: MAR Page 3 of 5

Seasonment Leys School - Daylighting

The Gifford Daylight Assessment has been used for 400 checks of typical classroom spaces for BREEAM compliance, in comparison with Robussee rendering for those complex spaces.

Seasonment Leys School - key design data
 Model: Seasonment Leys School
 Date: 12/01/07
 Drawn: MAR

The whole building was simulated in 3D using the 'Virtual Environment' from IES, which allows the Robussee code for daylight evaluation. A part of the exterior view of the building is shown here.

Seasonment Leys School - Daylighting Date: 12/01/07 Drawn: MAR Page 5 of 5

2020 anticipated building performance

Design solution for problem areas:
 - spaces which experience high loads or high solar gains;
 - resource learning space (high solar occupancy);
 - no natural ventilation area;
 - res (high internal loads);
 - were corrected by the addition of 4 sets of ventilation during the occupied hours.

4 sets 1500/600 double glazed louvers
 4 sets 1500/600 closed windows
 4 sets 1500/600 top hung 100% restricted => 5% floor area open

Window closed at night, mechanical ventilation system cools the room in unoccupied hours (included in current design)

BB87 (2006) = COMPLIANT ✓
 Revised design: BB87 (2020) = SEMI-COMPLIANT ✓
 BREEAM HW14 = ACHIEVED ✓
 design: ROBUST, FUTURE PROOF ✓

Seasonment Leys - Summer overheating Date: 02/11/06 Drawn: MAR Page 3 of 5

Carbon emission reductions

Notional: 100 tonnes CO₂/year
 Actual: 85 tonnes CO₂/year

Reductions: 15% (Lighting), 15% (Fan & pump power), 15% (Heating & hot water)

U-value strategy:
 U_{roof} = 0.27
 U_{wall} = 0.15
 U_{floor} = 0.2
 U_{glaz} = 0.18

Autogenesis
 50% kWh/m² @ 2008

Best services efficiency - 85%
 Best recovery

Currently achieving a 16% saving and will obtain the BREEAM credits ✓

Seasonment Leys - Part L2a Compliance Date: 02/11/06 Drawn: MAR Page 2 of 5

Seasonment Leys School - Summer overheating

Design solution for problem areas:
 - spaces which experience high loads or high solar gains;
 - resource learning space (high solar occupancy);
 - no natural ventilation area;
 - res (high internal loads);
 - were corrected by the addition of 4 sets of ventilation during the occupied hours.

4 sets 1500/600 double glazed louvers
 4 sets 1500/600 closed windows
 4 sets 1500/600 top hung 100% restricted => 5% floor area open

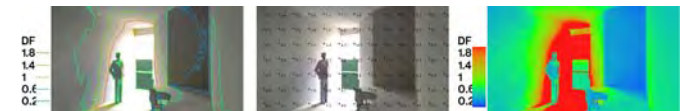
Window closed at night, mechanical ventilation system cools the room in unoccupied hours (included in current design)

BB87 (2006) = COMPLIANT ✓
 Revised design: BB87 (2020) = SEMI-COMPLIANT ✓
 BREEAM HW14 = ACHIEVED ✓
 design: ROBUST, FUTURE PROOF ✓

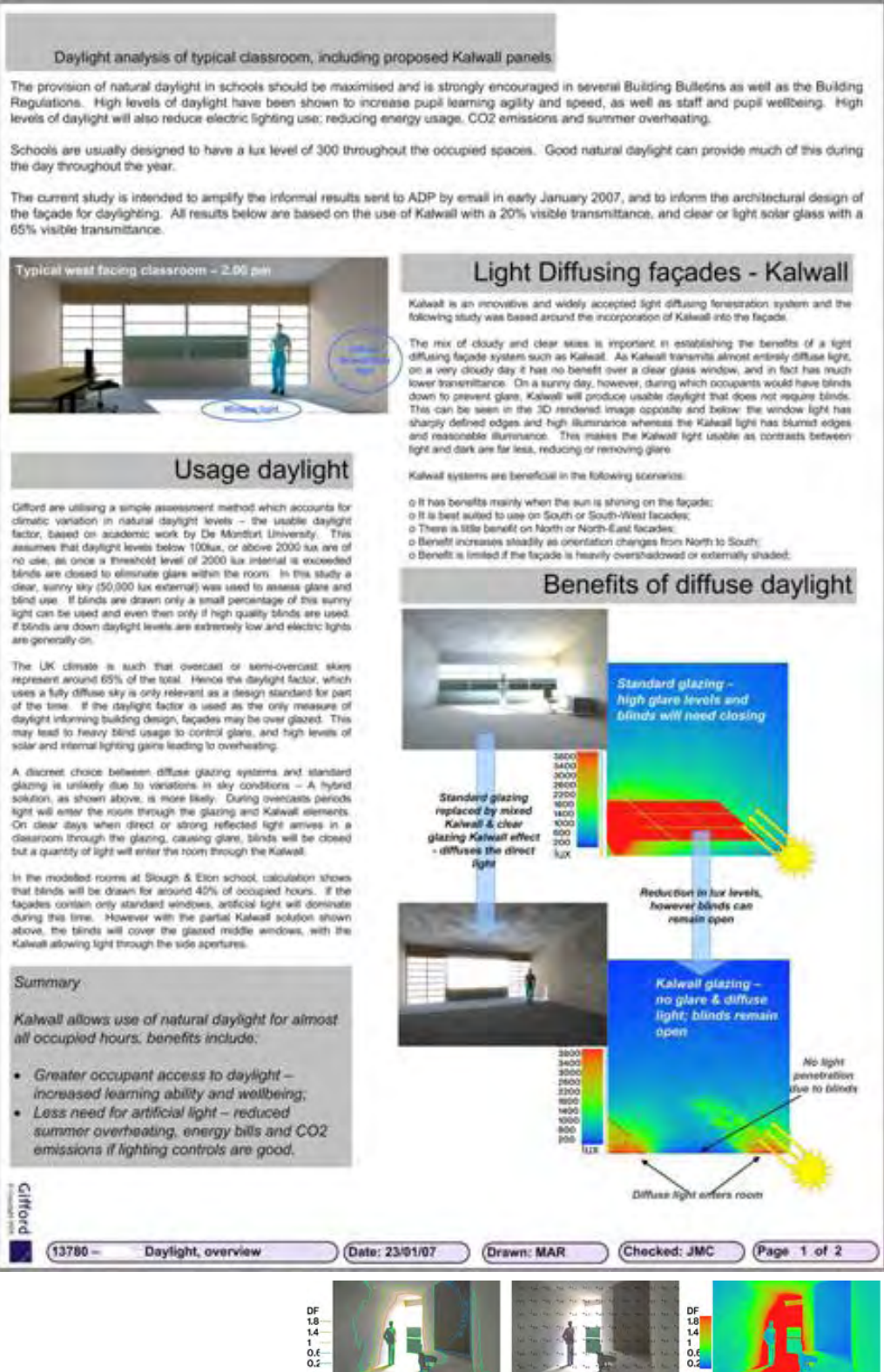
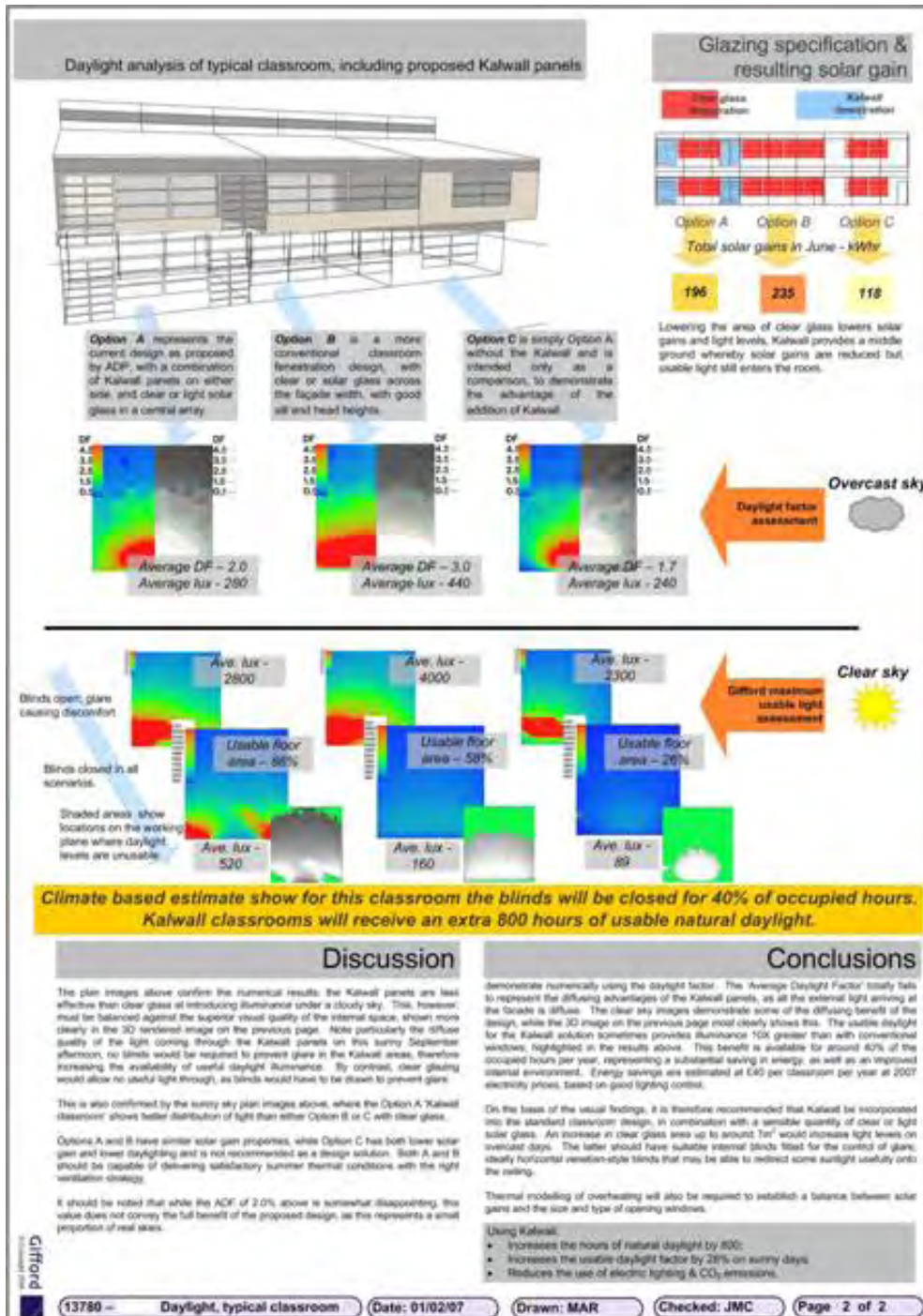
Seasonment Leys - Summer overheating Date: 02/11/06 Drawn: MAR Page 3 of 5

A demonstration of the visual approach: How to daylight a classroom

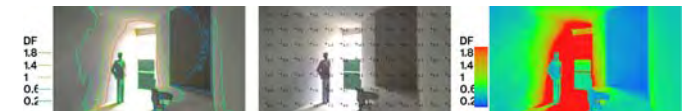
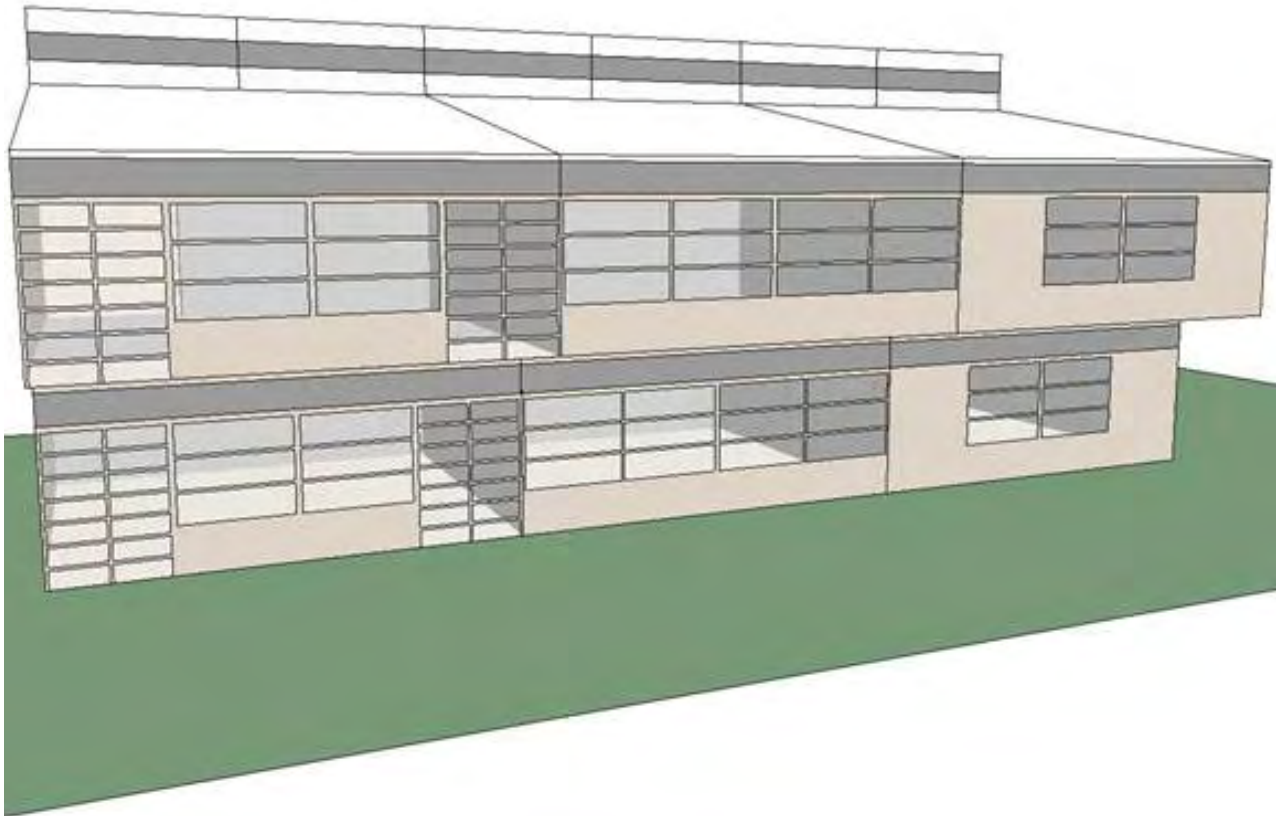
- Must use both cloudy and sunny light
- Must control glare with blinds
- Needs light diffusing element
 - Diffusing panels
 - Light shelves
 - External shading



A3 sheets: daylight study

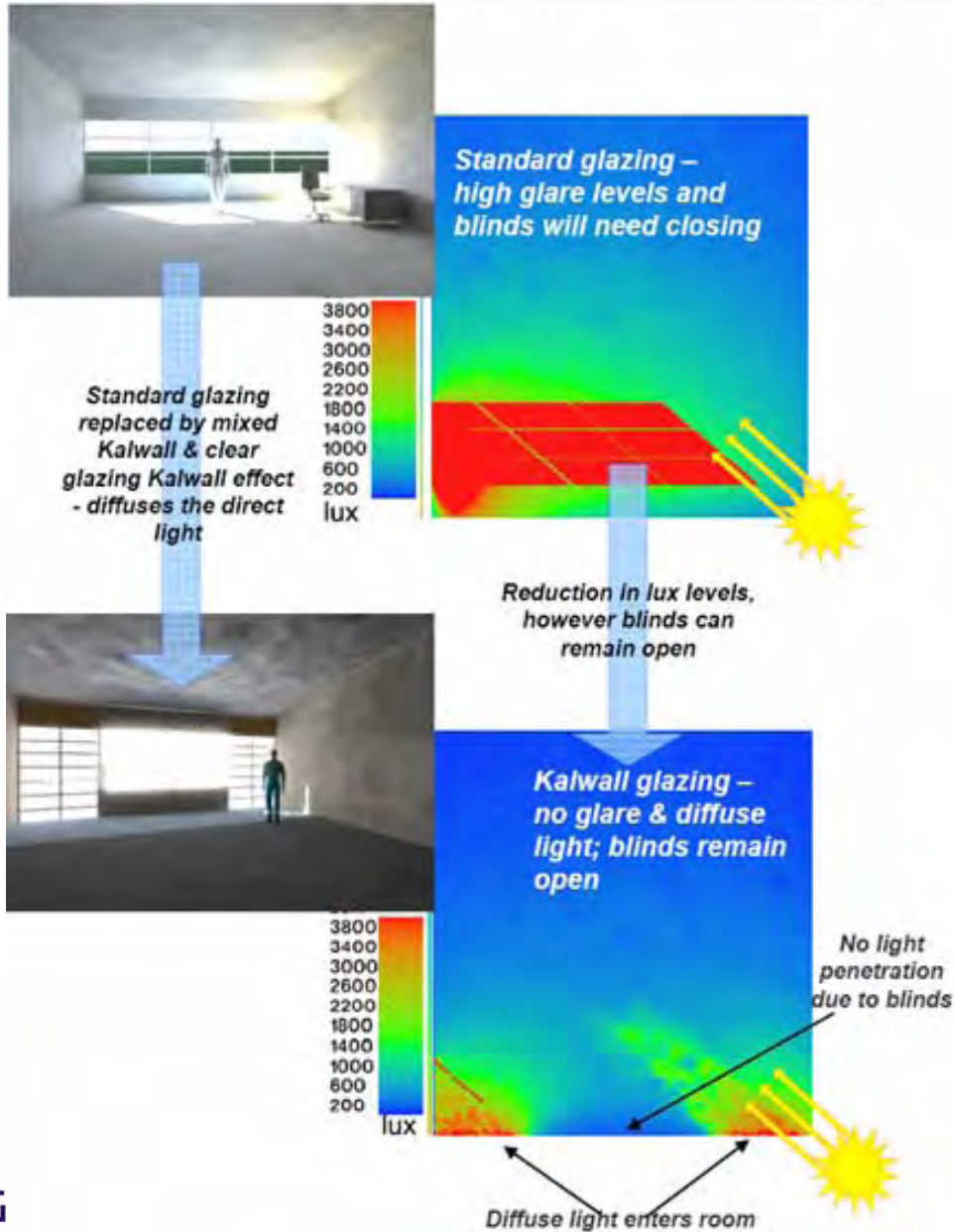


3D building model + Kalwall

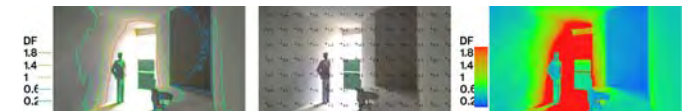
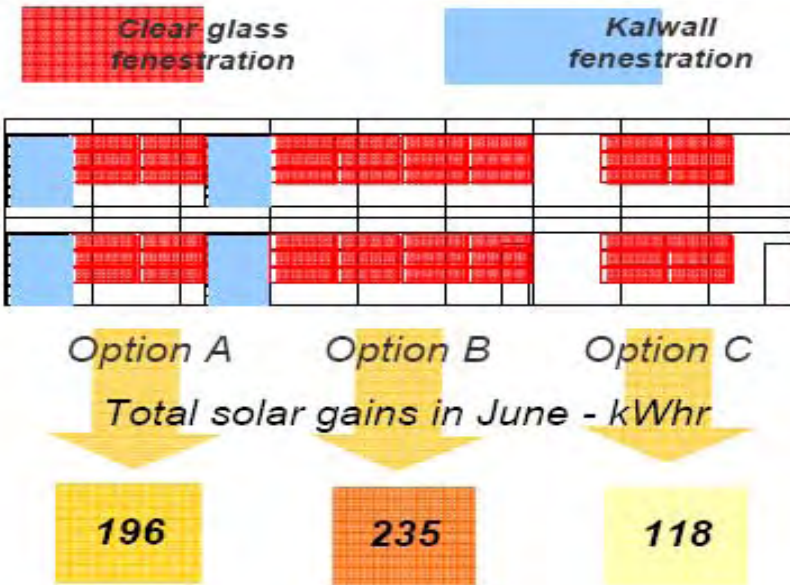


Daylight study results

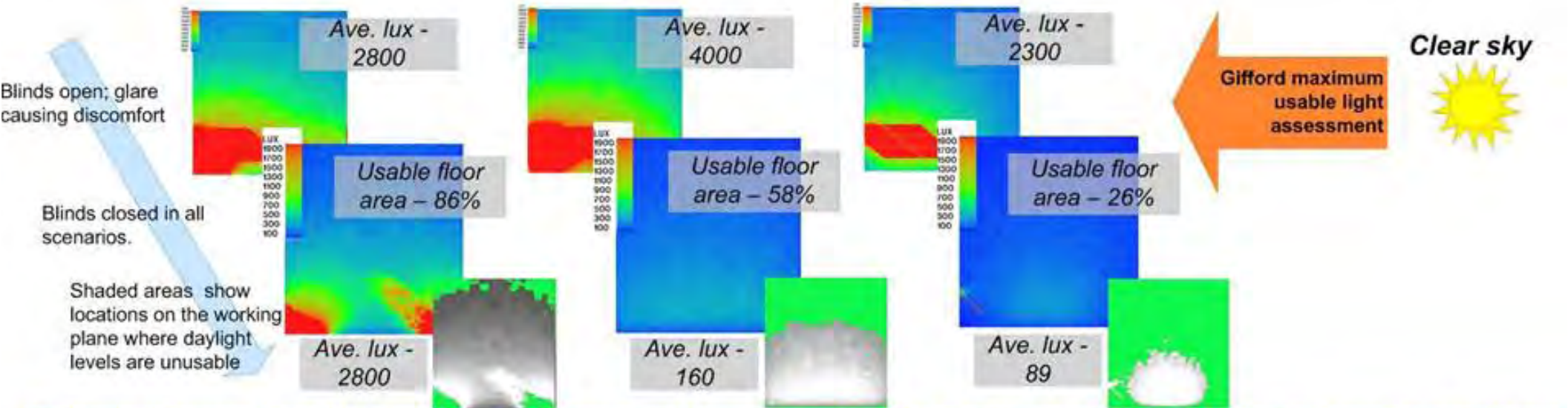
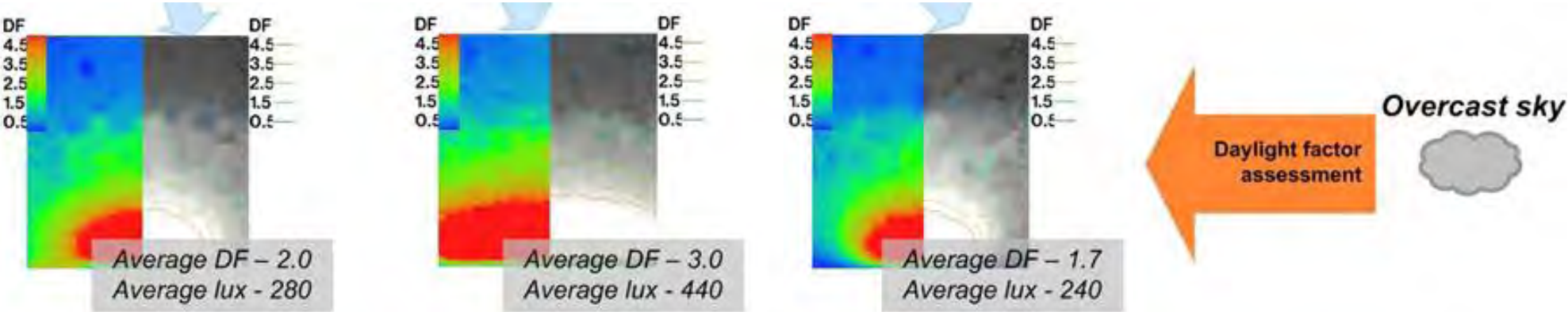
Benefits of diffuse daylight



Glazing specification & resulting solar gain



Why is sunny light important?



Climate based estimate show for this classroom the blinds will be closed for 40% of occupied hours. Kalwall classrooms will receive an extra 800 hours of usable natural daylight.

Conclusions

- A complex world requires clear communication
- Visual, map-based tools simplify design
- Early input enables correct route to sustainability
- A new rule of thumb

