



Unit title	Older and Traditional Buildings: Assessing Options for the Introduction of Energy Efficiency Measures
SQA code	H616 04
SCQF level	6
SCQF credit points	1
SSC ref	OTB2

History of changes

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Title	Older and Traditional Buildings: Assessing Options for the Introduction of Energy Efficiency Measures	
Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Understand the factors influencing the selection of appropriate energy efficiency measures and materials.	<p>1.1 Assess the implications of existing building defects in relation to the choice of energy efficiency measures.</p> <p>1.2 Interpret the implications of occupant behaviour on proposed energy efficiency measures.</p> <p>1.3 Identify the implications of the relevant legal and regulatory requirements with particular reference to:</p> <ul style="list-style-type: none"> ◆ planning permission ◆ listed building consent ◆ conservation areas ◆ local listing ◆ scheduled monuments ◆ national building regulations <p>1.4 Outline the technical risks associated with the energy efficiency measures in relation to:</p> <ul style="list-style-type: none"> ◆ thermal bridges (cold bridges) ◆ ventilation ◆ thermal bypass ◆ condensation and interstitial condensation ◆ alterations in structure ◆ moisture movement <p>1.5 Assess the impact and consequences of using unsuitable interventions or inappropriate energy performance measures.</p> <p>1.6 Explain the limitations of using default U-values in RdSAP (or approved software) for older and traditional buildings and their impact on the energy rating and recommended energy efficiency measures in the EPC.</p> <p>1.7 Explain in what circumstances calculated U-values or in-situ measured U-values should be used, the issues to be aware of and appropriate sources or processes to obtain these.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>2 Know energy efficiency measures and materials.</p>	<p>2.1 Outline a range of materials and techniques appropriate to older and traditional buildings.</p> <p>2.2 Assess the effects of energy efficiency measures in combination with each other.</p> <p>2.3 Identify when the energy efficiency measures need to be adapted to older and traditional buildings due to:</p> <ul style="list-style-type: none"> ◆ existing building structure ◆ detailing ◆ services ◆ the heritage values and significance of the building ◆ technical risks ◆ cases where energy efficiency measures cannot be recommended

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about interpreting the options for the introduction of energy efficiency measures, with reference to the characteristics of the specific building, based on an accurate identification and evaluation of insulation, ventilation and building performance factors as well as establishing relevant investigative measures and an evaluation of available information on the building and its thermal performance.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Asset Skills National Occupational Standards energy efficiency measures for older and traditional buildings.
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>If not specifically stated in the assessment information, a plural statement in any Assessment Criteria means a minimum of two.</p> <p>AC 1.3 — national building regulations should include reference to any exemptions and special considerations for older and traditional buildings</p> <p>AC 2.1 — should include reference to at least: vapour permeable and hygroscopic materials & air and vapour control layers</p>

Assessment (evidence) Requirements

The following evidence is required to demonstrate that candidates have the appropriate level of knowledge to assess options for the introduction of energy efficiency measures for older and traditional buildings. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence is required for all Learning Outcomes.

Guidance on Instruments of Assessment

The Instrument of Assessment for all Learning Outcomes could be portfolio based, short answer written questions/oral response or through inspection reports.