Building Schools for the Future

Knowsley BSF

Exemplar Studies for the Provision of Eight new Learning Centres

Collated by Gleeds with contributions from:

Knowsley Council Blueprint Group

Bryanston Square

Hickton Madeley Architects

September 2005

Building Schools for the Future

Contents

Section One - Introduction

The text in the first part of this introduction is also reproduced in Volume One of the Output Specification (OS) document. The wider context and objectives for the BSF programme are also identified in the OS document and should be read in conjunction with this study. In order to avoid duplication they are not repeated here, although it is essential to understand them in order to appreciate the context of this study documented in this report.

Context

The Knowsley project involves, questioning, challenging and overturning the traditional ways in which education has hitherto been delivered. The Authority recognised that its transformational vision required a different approach to building design. It was only natural therefore, that the process and methodologies traditionally employed to procure educational buildings were similarly questioned.

The Authority undertook a considerable amount of research into the variety of ways that Learning would take place in the new Centres. It became very apparent that design by reference alone to BB98 accommodation standards and templates would not necessarily cater for the variety of exciting new environments that would be required to deliver personalised learning to secondary age students and to cater for the learning needs of the wider community. In a similar way the “usual PFI School Facilities Management Solution” appeared incapable of meeting the needs of a community facility open perhaps up to 16 hours a day seven days a week, all weeks of the year.

Recognising that the PFI procurement process can offer relatively little design time, the authority commissioned several pieces of work in order to articulate their Vision. This included the creation of exemplar templates which studied:

- The design and layout of spaces and the functions that are accommodated with in them.
- The timetabling of a curriculum based on personalised learning
- The servicing requirements of the accommodation.

These were in turn tested financially to verify that the resultant scope set out in the area schedules and data sheets were affordable.

The intention of the exemplar templates is not to provide bidders with a ready made design solution. The Authority would encourage and expect bidders to view this work in the confidence that these concepts are achievable, both practically and financially. It is hoped that bidders will find this work of benefit in defining and clarifying the brief and scope of the accommodation requirements. As a result it is this hoped that the bid period can be used productively to enhance, innovate and improve upon the ideas and concepts developed by the Authority.

Methodology

The scoping and brief preparation process followed the following methodology:

- Research and development by Knowsley Council’s Blueprint Group.
- Definition of pedagogy / functions in spaces.
- Understand usage patterns.
- Develop concepts applying to spaces.
- Develop exemplar designs of different types of spaces to test feasibility
- Define number and sizes in an accommodation schedule.
- Check pedagogy and timetable can be incorporated within schedule of spaces.
- Develop an exemplar layout to ensure spaces can be designed within the overall schedule.
- Undertake cost check to ensure types and numbers of spaces can be accommodated within the scheme budget.
- Design a facilities solution suitable for usage patterns

Section One - Introduction

- Check facilities solution against budget.
- Prepare Output Specification.

The subsequent sections of this report document the outputs from this process which have not directly been incorporated in the PFS template Output Specification report.

Section Two – Definition of Function

The first part of the methodology involved:

- Research and development by Knowsley Council's Blueprint Group.
- Definition of pedagogy / functions in spaces.
- Understand usage patterns.

The resultant work is summarised in the following collection of supporting papers:

1. Summary of design patterns
2. Summary of Learning Methodologies
3. Key features of Learning Modules
4. Potential Learning Centre Management Structure
5. A day in the life of the Learning Centre
6. Typical Timetable for Individual Learning Plans
7. An example lesson plan
8. Learners Access to Individual Learning Plans
9. Potential Room Distribution

These papers formed the basis of design studies into individual spaces examined in the next section.

Supporting Papers

1. Design patterns

Summary of the Design Patterns, described in The Language of School Design: Design Patterns for 21st Century Schools by Prakash Nair & Randall Fielding, published by DesignShare in 2005	
Classrooms, Learning studios, Advisories and small learning communities	From traditional classroom to suites of rooms, supervised "other spaces", Fat "L" shape, family grouping, learner clusters (Advisories)
Welcoming entry	Signature – What makes the school special. Covered entry. Community space Office facility Student display area
Student Display Space	In entrance – statement about learning
Home base and individual storage	Not lockers – lockable space Shared in lower school Individual in Yrs 10+
Science Labs, Arts Labs and Life Skills Areas	Domain based - Active lab area, clean working area, "think tank" soft seating zone, messy area, student display area – lecture area Science and technology joint area "Living machine" concept – recycling of water, use in toilets. Sustainability learning points

Section Two – Definition of Function

Art, Music and Performance	Art related spaces – entrance, atrium Prominent display of student work Performance area Radio/TV broadcasting Outdoor amphitheatre
Physical Fitness	So much sport in schools, so little physical fitness! Dance and aerobics, yoga, fencing, Tai Chi, bike riding Indoor jogging, recreational swimming, weightlifting Student "gyms" same as adults to develop lifelong habits Use cafeteria complex to deliver Health learning
Casual eating areas	Students can eat on demand! Centralised kitchen, smaller outlets Round table seating Picture windows with green Vista Outdoor eating terraces Students employed as kitchen workers! Students help decide menus Student ownership – serving food, running finances, cleaning up All day opening
Transparency	High level of visibility in formal and informal learning – sense of openness. Transparent central office Visible student working areas – specialist areas! Visibility between classrooms and informal learning areas – teacher monitoring Glazing in corridor areas into classrooms
Interior and Exterior Vistas	Expanding student's horizons – visible lines of site – Vistas of 50 feet (15 metres) allow us to change focal length – health and comfort
Dispersed Technology	Wireless - Blurs the lines between learning spaces
Indoor – Outdoor connection	Use of learning terraces Large project areas - messy activities – gardening – sustainability
Furniture – Soft seating	Comfort stressed by students
Flexible spaces	From single purpose spaces to multi-functional areas
"Campfire" space	Allows teachers to gather group together for instruction or discussion Use of projector Darkening of room
"Watering Hole" Space	Allows learners to gather together for discussion and group work Collaborative learning encouraged

Section Two – Definition of Function

"Cave" Space	Places for individual study, reflection, quiet reading and creative flow
Designing for Multiple Intelligences	Gardners Eight MI, plus Existential or World Smart All areas can be charted to indicate how they support MI.
Daylight and Solar Energy	Daylight has an impact upon high performance. Improves well being Can reduce energy load of building
Natural Ventilation	Healthy environment Reduces toxins in the air
Full Spectrum Lighting	Use Daylight standard Limited use of fluorescent lighting Wireless ICT use will have an impact upon lighting flexibility demands
Sustainable Elements and building as a 3-D textbook	Use building as a teaching tool Environmentally friendly design and build
Local Signature	Design features – welcoming entry Freestanding sculpture Artifact from originating school(s)
Connected to Community	Schools should: Be located close to heart of community Have links to community businesses, recreational amenities etc Be a welcoming place for the community
Bringing it all together	Integration of all the above features within the learning community

2. Summary of Learning methodologies

Learning centres will offer students the opportunity to experience their learning through a variety of methodologies that include:

1. Independent study
2. Peer tutoring
3. Team collaborative work in small and mid-size groups (2-6 students)
4. One-on-one learning with the teacher
5. Lecture format with the teacher or outside expert at centre stage
6. Project based learning
7. Technology-based learning with mobile computers
8. Distance learning
9. Research via the internet with wireless networking
10. Student presentations
11. Performance and music based learning
12. Seminar -style instruction

Section Two – Definition of Function

13. Community service learning
14. Naturalist learning
15. Social/emotional learning
16. Art-based learning
17. Storytelling (floor seating)
18. Learning by building – hands on learning

Taken from The Language of School Design: Design Patterns for 21st Century Schools by Prakash Nair & Randall Fielding, published by DesignShare in 2005

3. Key features of Learning Modules

Learning modules will offer a variety of active learning approaches and amongst them the "Project" will feature prominently.

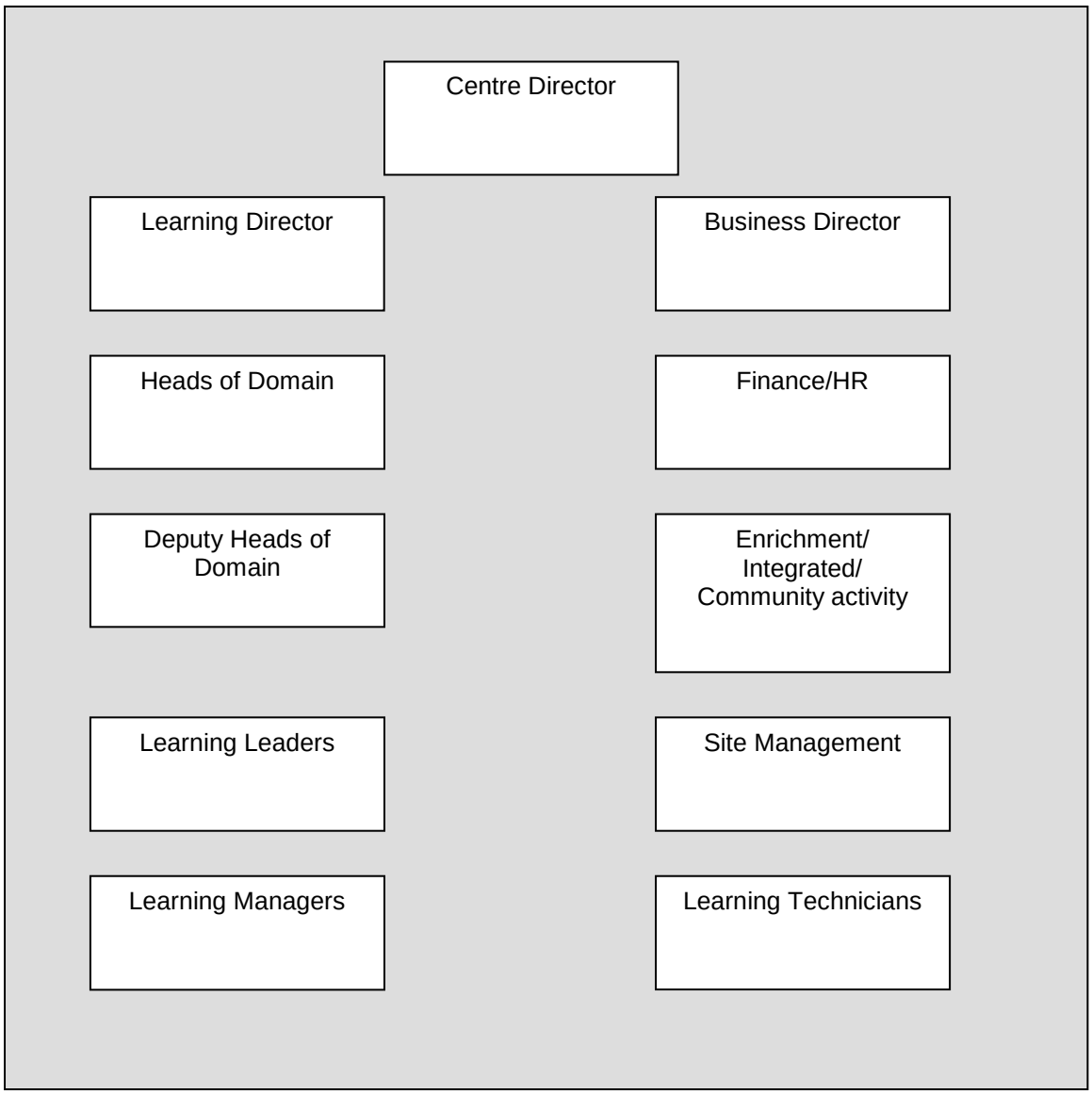
The key features of projects can be listed as follows:

- The objectives of the activity are clearly defined, understood and subscribed to.
- The task is authentic: the problem to be solved is a real one
- There is a clear and identifiable outcome or endpoint
- The activity is challenging, requiring a wide range of skills, including generic skills, and disciplined thinking and behaviour.
- The activity requires the learner to participate actively and so to extend current competences or acquire new ones.
- The learner is given real responsibility and is required to make important decisions that have real consequences for the self, for the task and for other people.
- The tasks demand the use of real resources, materials that have to be sought out or created and then used.
- The activity takes some time to complete, requires careful planning: and entails making some mistakes
- Help and support is needed from adults with experience of the activity and who are willing to serve as mentors.
- Adult – learner relationships differ from conventional teacher-student styles.
- There are opportunities to observe and imitate experienced adults.
- There are opportunities for independent learning that fosters the culture of self-education and the autodidact.
- Learners work in teams and act as mentors to one another.
- Learners get feedback on / what they do, on both success and failure
- Success is celebrated on completion of the activity.

Taken from: Learning for Life – The foundations for lifelong learning by David Hargreaves, The Policy Press, The Lifelong Learning Foundation, 2004

Section Two – Definition of Function

4. Potential Learning Centre Management Structure



Centre Director:

May work across a cluster of centres or a learning neighbourhood. Will have overall responsibility for all activity on a centre site.

Will require office base from which to work – this may be shared with Learning and Business Directors, so as to allow for access to a meeting room.

Will occasionally deliver whole-centre briefings in the large atrium.

Otherwise, day will consist of meetings to discuss strategy either within centre or between centres.

Learning Director:

Will be responsible for running family grouping arrangements within home bases and learning programmes. Will oversee work of Domain Heads and will have accountability for learning outcomes at centre level.

Section Two – Definition of Function

More ‘hands on’ than Centre Director in the delivery of strategy in the centre. Will meet regularly with Heads of Domain to discuss operational strategy.

Section Two – Definition of Function

Will possibly deliver a whole centre briefing in the large atrium once per week.

Will have access to a PA who will be responsible for servicing meetings etc.

Business Director/Manager

Will be the link between what happens in the learning centre and the PFI arrangements. Will be responsible for budgetary oversight and monitoring of community/extended use and integrated service delivery. Will oversee role of technicians and site management.

Will need to meet regularly with other directors and community and service managers/representatives.

Will frequently require to meet with representatives of PFI, Community and services.

5. A typical day in a BSF Learning Centre

A leaner at Key Stage 3:

1. Access to building via pleasant walkways. Buses can deliver students to an access bay at the front/entrance to the school.
2. Arrive and immediately enter the building between 8.15-9.00 (either through 'Home base' or front entrance). Swipe entry will record attendance. Each learner will have a personal area/space (table/locked storage) to access belongings, charge laptop/PDA etc. Plasma screens will be used for information giving at entrances.
3. During that arrival time, there will be learning managers/technicians in home/personalised learning/social areas to greet learners. Breakfast (toast, tea etc) will be available from a cafeteria outlet within their home base.
4. Briefing within home base will take place between 9.00-9.15 in the home base atrium. This assembly will be held on occasions in the larger atrium area and be attended by whole population of the centre..
5. Learning hours begin at 9.30. They take place between 9.30-11.00 (Session 1) and 11.15-12.45 (session 2) . Most learning takes place in generic learning areas within the home bases. Where there are specialist requirements of domains, then learning will take place in specialist areas. The timetable will ensure that each Year Group has access to specialist areas on the same day.
6. Break/downtime can be spent either outside in the gardens or landscaped exterior or in the social spaces in the learning street(s).
7. Lunchtime is at 12.45-1.45 and will be served either as a hot buffet from a central dining area or from an outlet in the home base. Learners are able to access activities both inside and outside of the centre during lunchtimes. Some activities will be supported by adults, others will not.
8. From 1.45-3.15 (session 3) the third core session of the day takes place.
9. Learning Enrichment activities take place between 4.00 -10.00 and can be accessed by learners either within the Centres or by virtual means from home or other bases. These activities count as learning hours and can be recorded by swipe card or log-on to computer.

Learners at Key Stage 4/5:

- Learners at Key Stage 4/5 will register their attendance at the home base through swipe card or log in. They may access activity at a number of bases as they follow a number of curriculum pathways. They will have an individual learning programme which sets out their pathway and modules to be completed. There will be a requirement to complete at least 25 learning hours per week.
- Learning hours can be recorded through swipe entry or log in to the network.

Section Two – Definition of Function

Learning Leaders:

Every learner will have a named Learning Leader, who will have oversight of a learner's programme and assessments against targets. They are the learning 'specialists', who are responsible for deployment of Learning Managers in support of facilitation of learning. They will not be responsible for managing or supervising down time.

There will be a **Head of Domain** appointed from Learning Leaders, who will take on responsibility for oversight of all learning programmes in that domain. **Deputy Heads of Domain** will support that process and may have management oversight of Home Bases. A Centre's specialism will be reflected within the role of the Head of Domain.

They will have preparation time built in to their timetable and will require space in each home base for preparation of learning programmes. They will be responsible – under the direction of Heads of Domain - for populating the web-based learning zone linked to their domain.

They are responsible for tracking, charting and accounting for learner progress.

A typical day would be:

1. Arrive by 8.15 a.m. and reach home based staff meeting/preparation area by 8.45 a.m.
2. Home based Learning Leaders will assemble learners for briefing from 9.00-9.15.
3. Sessions 1-3:

Each session will follow a pattern similar to this:

A. Information-giving to a large group (30-120 students) in atrium/large specialist areas to initiate learning activity.

B. Direction to Learning Managers to facilitate agreed programmes of work in individual or small group sessions.

C. Leading the plenary session as a whole group.

Learning Managers

Their work will be deployed by Learning Leaders and they will mentor/coach individuals and small groups of learners by facilitating progress through their individual learning plans.

They will operate flexible work patterns across 35 hours per week and across several blocks of time:

8.15 - 11.00
11.00 - 12.45
12.45 - 3.15
4.00 - 6.00
6.00 - 10.00

The blocks of time from 6.00-10.00 will be Learning Enrichment activities.

They will not be responsible for managing or supervising down time.

Learning Technician

Supports delivery in the following areas of work:

- Catering
- ICT
- Down time/breaks
- Site mobility/movement of equipment

Section Two – Definition of Function

6. Typical Timetable for Individual Learning Plans

<table>
<tr><th></th><th></th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thurs.</th><th>Fri.</th><th>Sat.</th><th>Sun.</th></tr>
<tr><td>9.00-9.15</td><td>BRIEFING</td><td colspan="5">←——————————→</td><td></td><td></td></tr>
<tr><td>9.30-11.00</td><td>SESSION 1</td><td rowspan="6">Domain 3: (Science, maths. technology, ICT domain)</td><td>Domain 1</td><td rowspan="6">Domain 4: (Healthy lifestyles domain)</td><td>Domain 2</td><td>Mentored self-study</td><td colspan="2" rowspan="8">On-line access to modules of work, to be accredited through ‘learning hours’</td></tr>
<tr><td>11.00-11.15</td><td>BREAK</td><td></td><td></td><td></td><td></td></tr>
<tr><td>11.15-12.45</td><td>SESSION 2</td><td>Domain 2</td><td>Mentored self-study</td><td>Domain 1</td></tr>
<tr><td>12.45-1.45</td><td>LUNCH</td><td></td><td></td><td></td></tr>
<tr><td>1.45-3.15</td><td>SESSION 3</td><td>Mentored Self study</td><td>Domain 1</td><td>Domain 2</td></tr>
<tr><td>4.00-6.00</td><td>ENRICHMENT 1</td><td colspan="5" rowspan="2">Access to range of activity on-line and within the Centre, to be added to ‘learning hours’</td></tr>
<tr><td>6.00-10.00</td><td>ENRICHMENT 2</td></tr>
</table>

Section Two – Definition of Function

Typical timetable for a Year Group (Key Stage 4) GCSE

		Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
9.00-9.15	BRIEFING	←	—	—	—	→		
9.30-11.00	SESSION 1						On-line access to modules of work, to be accredited through 'learning hours'	
11.00-11.15	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK		
11.15-12.45	SESSION 2	Choice of Domains	Choice of Domains	Choice of Domains	Choice of Domains	Choice of Domains		
12.45-1.45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1.45-3.15	SESSION 3							
4.00-6.00	ENRICHMENT 1	Access to range of activity on-line and within the Centre, to be added to 'learning hours'						
6.00-10.00	ENRICHMENT 2							

Section Two – Definition of Function

Typical timetable for a Year Group (Key Stage 4)
Specialist Vocational

<table>
<tr><th></th><th></th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thur.</th><th>Fri.</th><th>Sat.</th><th>Sun.</th></tr>
<tr><td>9.00-9.15</td><td>BRIEFING</td><td colspan="5">←——————————→</td><td></td><td></td></tr>
<tr><td>9.30-11.00</td><td>SESSION 1</td><td></td><td rowspan="4">↑
↓</td><td rowspan="5">↑
College for BTEC
↓</td><td></td><td rowspan="4">↑
↓</td><td rowspan="6">↑
On-line access to modules of work, to be accredited through ‘learning hours’
↓</td><td rowspan="6"></td></tr>
<tr><td>11.00-11.15</td><td>BREAK</td><td>BREAK</td><td>BREAK</td><td>BREAK</td><td>BREAK</td></tr>
<tr><td>11.15-12.45</td><td>SESSION 2</td><td>Choice of Domains</td><td>Choice of Domains</td><td>Choice of Domains</td><td>Choice of Domains</td></tr>
<tr><td>12.45-1.45</td><td>LUNCH</td><td>LUNCH</td><td>LUNCH</td><td>LUNCH</td><td>LUNCH</td></tr>
<tr><td>1.45-3.15</td><td>SESSION 3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>4.00-6.00</td><td>ENRICHMENT 1</td><td colspan="5" rowspan="2">Access to range of activity on-line and within the Centre, to be added to ‘learning hours’</td></tr>
<tr><td>6.00-10.00</td><td>ENRICHMENT 2</td></tr>
</table>

Section Two – Definition of Function

Typical timetable for a Year Group (Key Stage 4)
Combined Studies

<table>
<tr><th></th><th></th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thur.</th><th>Fri.</th><th>Sat.</th><th>Sun.</th></tr>
<tr><td>9.00-9.15</td><td>BRIEFING</td><td colspan="5">←——————————→</td><td></td><td></td></tr>
<tr><td>9.30-11.00</td><td>SESSION 1</td><td rowspan="5">College or Vocational Skills Centre for BTEC</td><td></td><td rowspan="5">College or Vocational Skills Centre for BTEC</td><td></td><td></td><td rowspan="6">On-line access to modules of work, to be accredited through ‘learning hours’</td><td rowspan="6"></td></tr>
<tr><td>11.00-11.15</td><td>BREAK</td><td>BREAK</td><td>BREAK</td><td>BREAK</td></tr>
<tr><td>11.15-12.45</td><td>SESSION 2</td><td>Choice of Domains other than core</td><td>Choice of Domains other</td><td>Choice of Domains other than core</td></tr>
<tr><td>12.45-1.45</td><td>LUNCH</td><td></td><td></td><td></td></tr>
<tr><td>1.45-3.15</td><td>SESSION 3</td><td></td><td></td><td></td></tr>
<tr><td>4.00-6.00</td><td>ENRICHMENT 1</td><td colspan="5" rowspan="2">Access to range of activity on-line and within the Centre, to be added to ‘learning hours’</td></tr>
<tr><td>6.00-10.00</td><td>ENRICHMENT 2</td></tr>
</table>

Section Two – Definition of Function

Typical timetable for a Year Group (Key Stage 4)
Apprenticeship

		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
9.00-9.15	**BRIEFING**	←	—	—	—	→		
9.30-11.00	**SESSION 1**		**Employer**	**Employer**			**On-line access to modules of work, to be accredited through 'learning hours'**	
11.00 - 11.15	**BREAK**	**BREAK**			**BREAK**	**BREAK**		
11.15 - 12.45	**SESSION 2**	**Choice of Domains**			**Choice of Domains**	**Choice of Domains**		
12.45 -1.45	**LUNCH**	**LUNCH**			**LUNCH**	**LUNCH**		
1.45-3.15	**SESSION 3**							
4.00-6.00	**ENRICHMENT 1**	**Access to range of activity on-line and within the Centre, to be added to 'learning hours'**						
6.00-10.00	**ENRICHMENT 2**							

Section Two – Definition of Function

Typical timetable for a Year Group (Key Stage 4)
Work Based

<table>
<tr><th></th><th></th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thur.</th><th>Fri.</th><th>Sat.</th><th>Sun.</th></tr>
<tr><td>9.00 - 9.15</td><td>BRIEFING</td><td colspan="5">←→</td><td></td><td></td></tr>
<tr><td>9.30 - 11.00</td><td>SESSION 1</td><td></td><td rowspan="5">Work Based Providers ↕</td><td rowspan="5">Work Based Providers</td><td rowspan="5">Work Based Providers</td><td></td><td rowspan="7">On-line access to modules of work, to be accredited through ‘learning hours’ ↕</td><td rowspan="7"></td></tr>
<tr><td>11.00- 11.15</td><td>BREAK</td><td>BREAK</td><td>BREAK</td></tr>
<tr><td>11.15- 12.45</td><td>SESSION 2</td><td>Choice of Domains</td><td>Choice of Domains</td></tr>
<tr><td>12.45- 1.45</td><td>LUNCH</td><td>LUNCH</td><td>LUNCH</td></tr>
<tr><td>1.45 - 3.15</td><td>SESSION 3</td><td></td><td></td></tr>
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<tr><td>6.00 - 10.00</td><td>ENRICHMENT 2</td></tr>
</table>

7. An Example Lesson Plan

<u>LESSON PLANNING</u>

GENERIC

Key Stage: 3
Domain: 2
Module: Star Crossed Lovers

<u>Lesson 2</u> (1.5 hours)

1. Introductory session within generic learning space led by Learning Leader. 360 degree technology used to beam thematic image around learning area. (5 Mins)
2. Whole group viewing of video clip from ‘Romeo and Juliet’ on plasma screen. (10 mins)
3. Small groups logging into learning zone with Learning Manager support, to access programme of learning for this module. Download of activity into PDA. (5 mins)
4. Individualised activity in range of areas (exterior, social/learning spaces, corners of generic spaces, personalised learning space) to complete activity, through combination of viewing video footage, entering text etc. (60 mins)
5. Plenary session with whole group in whole generic learning space. (15 mins)

Section Two – Definition of Function

Section Two – Definition of Function

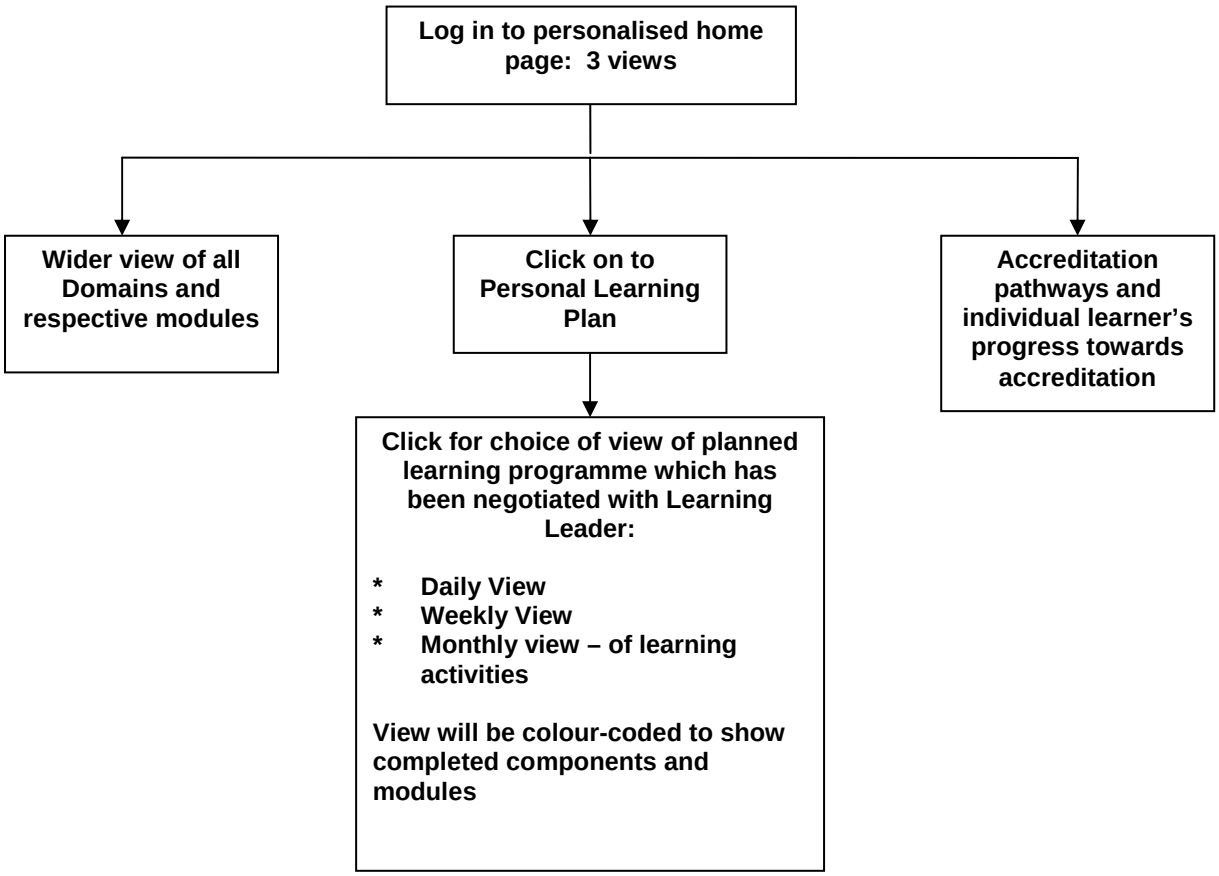
SPECIALIST

Key Stage: 3
Domain: 3
Module: Silence is Golden
Number of learning hours: 10

Lesson 1 (1.5 Hours)

1. Introductory performance within lecture-style science area. (120 students) delivered by Learning Leader. (20 mins)
2. Break out into 4 groups (each with Learning Leader) either in science area (partitioned) or in other learning spaces, for group briefing using module outline from Domain 3 Learning zone. (10 mins)
3. Smaller group work on activities related to module, supported by Learning Managers. (45 mins)
4. Return to 4 groups as in (2) to reflect and consolidate learning as part of a plenary session. (10 mins)

Learners' Access to the Individual Learning Environments



8. Learners Access to Individual Learning Plans

Section Two – Definition of Function

9. Potential distribution of rooms

If each home base contains sufficient generic spaces fro each learner to access a personalised space and these are to be used 70-80% of the timetable, then the number of generic learning spaces should equate to number of forms of entry.

Where these spaces are not being used for teaching, they can double up as meeting areas/time out rooms etc.
If the timetable is organised in domains as suggested, then there will be reduced pressure on specialist rooms, which can be used on a rota basis within the domain and can be fully timetabled for one year group per day. Lecture theatre-style delivery can in some curriculum areas – with additional break-out space provided, should ease pressure on specialist bases and reduce the timetabling pressures of old, in which PE and technology need to be timetabled as a priority.

There will need to be sufficient office, integrated service and therapeutic delivery rooms in each home base to make them self-sufficient. The arrangement of toilet areas has been suggested within Volume 1, but will depend on funding.

Outline description of core rooms required within each base (based on model described in concept map)

4-form entry

this notional structure does not take into account the number of pupils at Key Stage 4 who may be educated n other centres

- Central administration area with office base (could be shared?) for Centre Director, Learning Director and Business Director.
- Administrative offices for PA, Secretariat etc
- Central entrance area
- 4 home bases4 generic learning spaces in each
- Staff meeting/reprographic area within each home base
- Toilets – either centrally based or in each home base?
- In each home base, 1 small office base on each floor for time out and mentoring/counselling etc
- In each of 3 home bases, 2 therapeutic rooms on each floor, set up for health delivery. In the other home base, 2 adjacent therapeutic rooms with adjoining 1-way mirror for delivery of observation techniques.
- Catering outlet (can be mobile on each floor of home base)
- Medium sized atrium at end of home base nearest to central area- to abut to other atria in order to form a large atrium for performances etc
- Central staff meeting room
- Sports complex
- Technology suite (can be flexible space to provide foe 120+ learners and subdivided for small group
- Science suite (as above) – both technology and science suites will require central preparation space

Section Three – Space Studies

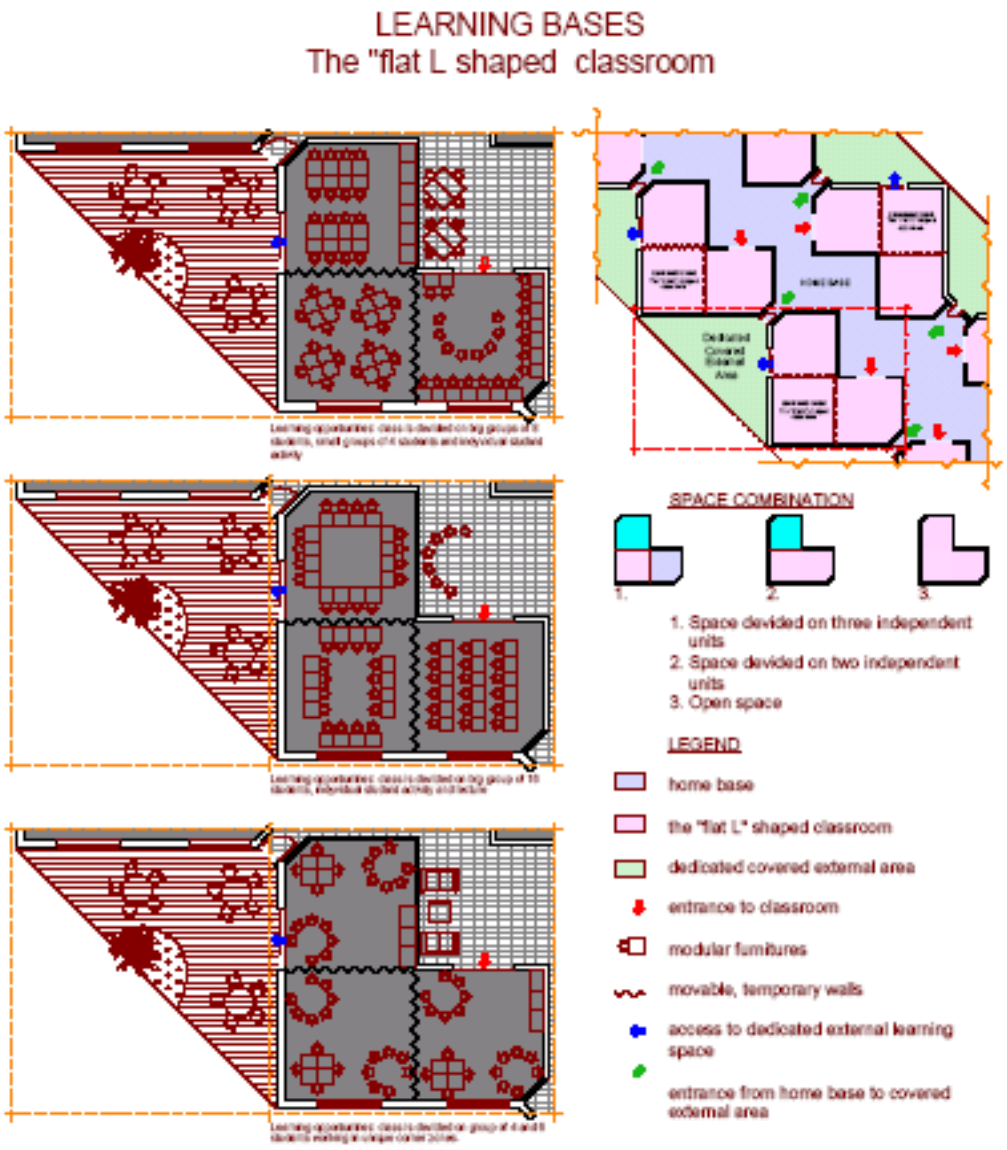
Using the information provided by the Blueprint Group, Hickton Madeley Architects produced studies into the following generic spaces:

The “L” shaped Learning Base – At 80m2 the space is able to accommodate different learning styles including Campfire, Watering Hole and Cave Space. Clustered around generous home bases they also act as a touch down space for year 7 and 8. The Learning base provides internal social space and informal study spaces.

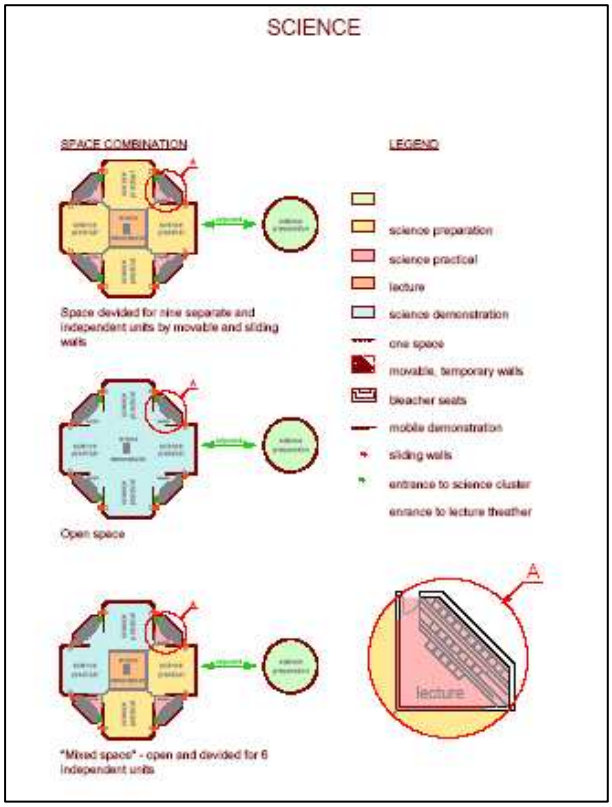
The “Warehouse” – Shown as two Science and Technology spaces - these use flexible walls and tiered seating systems to provide space that can be configured and reconfigured like the scenery in a film set. Configurations include demonstration, lecture and practical areas and the ability to provide a 360 theatre.

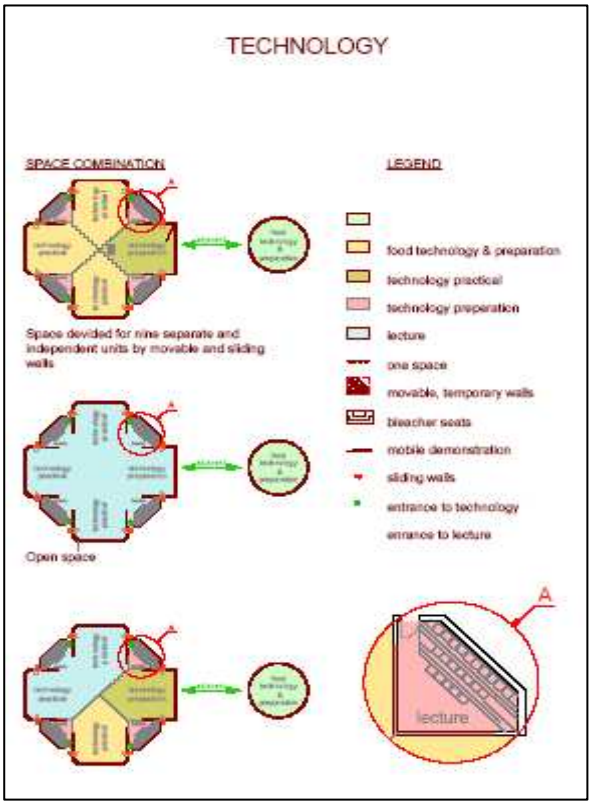
Sport, activity and dining spaces – This study shows the potential to cluster spaces to allow healthy eating, fitness, sport and other activities to be associated with each other.

Further development of other areas was reflected in the text of the Output Specification in volume 3A section 2.



Section Three – Space Studies





Section Four – Schedules of Accommodation

After several iterations, groupings of multifunctional spaces were scheduled out using curriculum based models, identifying the need for specialised accommodation, individualised Learning Spaces, and general teaching areas. These were scheduled out together with other functional and ancillary spaces based on a 1050 student Learning Centre model. This also included collocated Community, Children's Services and Neighbourhood Management Spaces. The following Schedule was refined to form to form the generic basis of the models for the remaining network of centres. The schedules that appear in Section 3B of the Output Specification vary slightly as they have continued to be refined as the detailed scoping of the project has developed.

Notional curriculum time.

Year 7& 8

Space Requirements	Session per week	25	
Typical Curriculum	FE	7	
	Size of form	30	
	No Years	2	

	% time	Sessions per pupil	Round up	Periods req	Group Size	Teaching Periods
General Teaching	44.00%	11	11	4620	30	154
Science	12.00%	3	3	1260	20	63
Art	4.00%	1	1	420	30	14
Design and Technology	8.00%	2	2	840	20	42
Music	4.00%	1	1	420	30	14
Drama	4.00%	1	1	420	30	14
PE	8.00%	2	2	840	30	28
Personal Learning	16.00%	4	4	1680	30	56
	100.00%		25.00			

Section Four – Schedules of Accommodation

Year 9

Space Requirements	Session per week		25
Typical Curriculum	FE		7
	Size of form		30
	No Years		1

	% time	Sessions per pupil	Round up	Periods req	Group Size	Teaching Periods
General Teaching	36.00%	9	9	1890	27	70
Science	12.00%	3	3	630	27	23
Art	4.00%	1	1	210	27	8
Design and Technology	8.00%	2	2	420	27	16
Music	4.00%	1	1	210	27	8
Drama	4.00%	1	1	210	27	8
PE	8.00%	2	2	420	27	16
Personal Learning	24.00%	6	6	1260	27	47
	100.00%		25.00			

Year 10&11

Space Requirements	Session per week		25
Typical Curriculum	FE		7
	Size of form		30
	No Years		2

	% time	Sessions per pupil	Round up	Periods req	Group Size	Teaching Periods
General Teaching	28.00%	7	7	1470	27	54
Science	16.00%	3.67	4	840	27	31
Art	4.00%	1	1	210	24	9
Design and Technology	8.00%	2	2	420	24	18
Music	4.00%	1	1	210	24	9
Drama	4.00%	1	1	210	24	9
PE	8.00%	2	2	420	24	18
Personal Learning	28.00%	7	7	1470	27	54
	100.00%		25.00			

Section Four – Schedules of Accommodation

TOTAL All Years	Teaching Periods	Spaces Req	Utilisation factor		Round up
General Teaching	278	11.13778	0.85	13.10	13
Science	117	4.697778	0.75	6.26	7
Art	31	1.221111	0.75	1.63	2
Design and Technology	75	3.002222	0.75	4.00	4
Music	31	1.221111	0.85	1.44	2
Drama	31	1.221111	0.85	1.44	2
PE	61	2.442222	0.85	2.87	3
Personal Learning	157	6.284444	0.85	7.39	8
					41

Several meeting were held with the Council's Co location group. This produced the following schedule of accommodation:

Section Four – Schedules of Accommodation

	Space	Function	Requirements	Where	Additonal Area Requirement?	Area Requirement	Hours	Kirby Campus LC01	Kirby RCLC LC02	Kirby LC03	N.Huyton Joint Chris LC04	S. Huyton LC05	Knowsley central LC06	Knowsley RCLC LC07	Halewood LC08
	All spaces 365 days of year, but patterns of use to vary. Holiday clubs for out of term activities														
1	Joint Reception	Query Council tax	Staffed by multi skilled receptionist	Kirby Campus	Enlarged reception area with additional counter space and booth/desk with computer. Separate small meeting room	18		18			18			18	
	One stop shop	Benefit forms	As per civic Centre Counter with computer	Knowsley RC											
2	Integrated Learning resource	Library open to community	Open up from 4.00pm and weekends Acts as a satellite to main libraries can order books use usual services. Additional hours funded by? Potential.	Across most except Ravenscourt(Halewood) subject to funding	No additional space required		M,W 9-7pm, T&F 915-5.00pm, T closed, Sat 10-4pm				150				
	Centre														
3	Integrated Dining facilities	Refreshment facilities to serve community	Snacks beverages sandwiches	All except Knowsley central	No additional space required										
4	Community & Youth Centre	Tea dances Scout Groups Community events Councilor surgeries Morris dancing Credit union	Hall and meeting space After School use	All except Knowsley central	Additional admin via existing office set up		9.00 - 10.00pm								

Section Four – Schedules of Accommodation

5	AWP's	Community Sport	After school hour	At North Huyton, South Huyton KCRC.	Accessibility to be designed in, but requirement for separate sports reception area and community lobby	20									20		20	
6	Fitness suite		Facility, subject to business case. Out of hours. Private sector to take risk?	At North Huyton, South Huyton KCRC.	Dedicated fitness suite currently excluded from area model.	0						0					0	
7	Dance sudio		As Community & Youth	All	Included in current model, but out of school day													
8	Integrated childrens Services		Office space for between 5-10 staff. A small meeting space.	All	Open plan office for 5 -10. Use common interview room.	50	8.00 6.00pm	50	50	50	50			50	50	50	50	50
9	Neirbourhood Management		Office space for between 5 staff	All	Open plan office for 5 -10. Can use common interview room, but if ISCS included then will need another (allowance included)	50	8.00 6.00pm	50	50		50			50		50	50	50
10	Arts	Display space	Space to display community art	All	Included in current model													
11	Creche	Permanent Creche	For use of community facilities. Possibly for school staff and pupils? Capacity?	South Huyton Learning Centre	Depends on size and age range	100												
12	Social Services	Only integrated children's centres	But Learning and physical disabilities day centres. Facilities = sport, Library, activity rooms, dance, drama. Usage to be confirmed.	TBC	No allowance yet		8.00 6.00pm											

Section Four – Schedules of Accommodation

From the above schedules a detailed schedule of accommodation was derived. A cautious approach was taken to give flexibility to change learning patterns and to allow space to be allocated to specific age groups. Thus the amount of Timetabled Learning Spaces (54) exceeds the 41 suggested in the tables above.

Schedule of Accommodation			Proposed Area	No	Gps	Total
Learning Spaces						
Learning Bases	year	7&8	80	14	14	1120
Study base			60	9	9	540
Large Study Base			80	3	3	240
Science and Technology Cluster		Science	539	1	8	539
		Technology	404	1	6	404
		Food Technology	101	1	1	101
Arts		Activity studio	90	3	3	270
		Music learning space	65	1	1	65
		Music practice / recording	12	2		24
			8	1		8
		Art room	105	3	3	315
Sport		Sports hall	594	1	2	594
Lecture Theatre			150	1	2	150
Learning Resources		Library and careers	151	1	2	151
		Timetabled spaces			54	

Section Four – Schedules of Accommodation

Other Spaces		Timetabled spaces		54	
Main Dining Area		Servery	50	1	50
		Eating & social	150	1	150
Kitchens		Prep area	70	1	70
		Store	6	2	12
		Welfare	12	1	12
		Office	10	1	10
Home base office (head of domain)			16	5	80
Quiet room/interview/cool off			12	5	60
Servery			8	5	40
Science Prep			91	1	91
Technology Prep			50	1	50
Food Prep			12	1	12
Changing	m		45	1	45
	f		45	1	45
	m		45	1	45
	f		45	1	45
Music Store			16	1	16
Art Store			12	3	36
Drama Store			16	1	16
Sports Store	Int		25	1	25
	ext		25	1	25
	activity		12	1	12
Home Base Store			16	5	80
Administration office			48	1	48
Admin Store			16	1	16
Senior management Team			12	6	72
Conference room			16	1	16
Offices	Community		12	1	12
	SEN		12	1	12
	Exam		12	1	12
Teaching resource and preparation			20	5	100
SEN therapy/ MI room			12	2	24
Server room			10	2	20
ICT support base			16	2	32
ICT Store			8	2	16
Reprographics			26	1	26
pupil toilets			140	1	245
staff toilets			32	1	32
Staff personal storage			25	1	25
chair store			18	1	18
maintenance store			20	1	20
cleaners' stores			5	1	5
		Total Nett Area			6299
Home Base	7		250	1	250
	8		250	1	250
	9		250	1	250
	10		250	1	250
	11		250	1	250
Covered space activity area		Instead of Hall			1000
		Circulation		0.275	732
		Plant		0.025	157
		Int partitions		0.042	265
		Total Gross			9,703

Section Four – Schedules of Accommodation

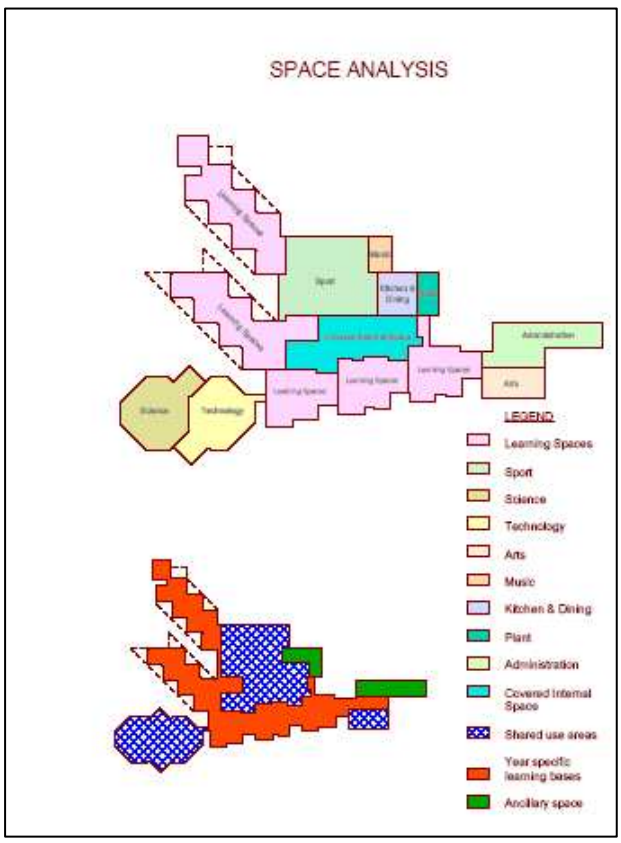
The following analysis compares the final accommodation solution against a BB98 schedule of accommodation.

Example Learning Centre

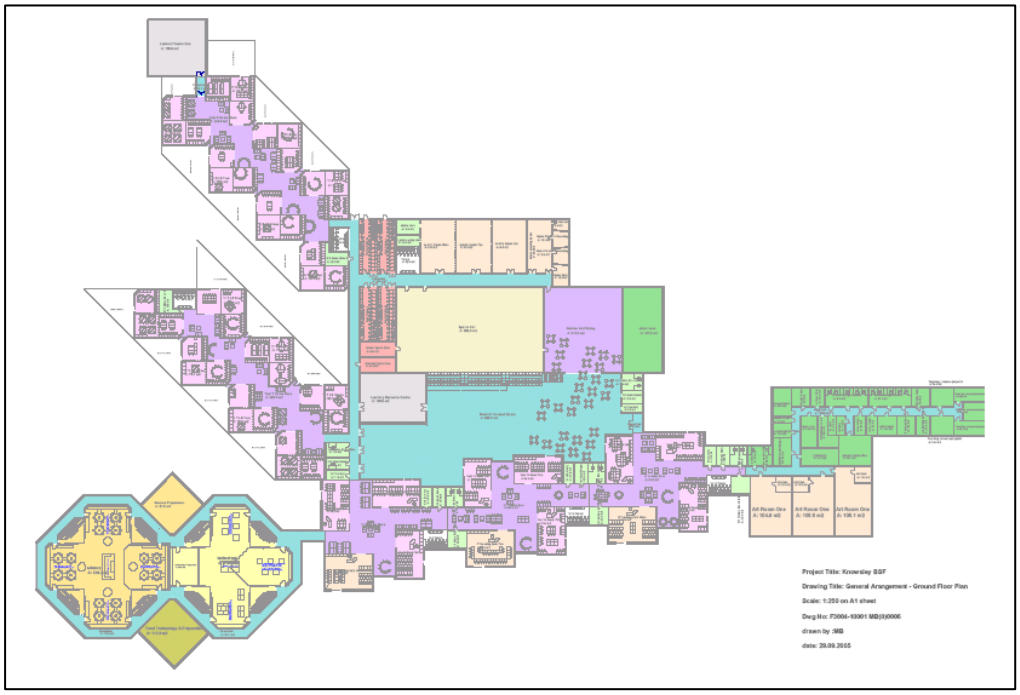
Calculation of BB98 areas

NOR	1,050						
FTE	95	**11 - 16 secondary schools**		BB98	Actual		Variance
TOTAL NET BUILDING AREA		1300	4.7	6,235			
basic teaching		50	3	3,765	3,776	-	11
halls		600	0.3	915	594		321
learning resources		75	0.25	338	235		103
staff & admin.		125	0.3	440	435		5
storage		175	0.35	543	438		105
dining & social		25	0.2	235	240	-	5
'float'	565	250	0.3				
Other					-		-
Check				6,235	5,718		517
Plant			3.50%	218	177		41
Circulation			27.50%	1,715	2,982	-	1,268
Int ptns			2.10%	131	265	-	134
Personal care				458	457		1
Kitchen				125	104		21
				8,881	9,703	-	822

The Schedule of accommodation was then tested by Hickton Madeley producing a concept layout plan which is reproduced below. This plan demonstrates potential adjacencies, but requires further development to ensure the vision is delivered and to iron out any design issues. It also only represents the accommodation at one level. It was felt that the layout was sufficient to test the scheme budget and to demonstrate that assumptions on plant, circulation and internal partition space can be met. The layout as shown is currently 164m2 over the target area. For this reason no further development work has been undertaken, as it has been assumed that further iterations would eventually produce a scheme at the target area.



Section Four – Schedules of Accommodation



Section Five – Capital Cost Budget

Gleeds Cost Management undertook a review of the exemplar design work to check the design concepts against the financial model inputs. The following cost plan reflects a scheme similar in concept to the exemplar layout at 9,431m2, with similar levels of design concepts and FFE.

Removed for issue to bidders

Section Five – Capital Cost Budget

This compares favourably with the DfES benchmark data:

pfs model						Exemplar Model	
			DTI Pubsec		Knowsley Location		Knowsley 93%
COSTS		1Q03 141	3Q05 165		Factor 93%		3Q05 165
base construction cost (incl. prelims, contingencies, o&p)			1,080.00	1,263.83	1,175.36		1,201.85
12.0%	external works		129.60	151.66	151.66		214.72
5.0%	abnormals		54.00	63.19	63.19		24.65
sub total			1,263.60	1,478.68	1,390.21		1,441.22
12.5%	fees		157.95	184.84	173.78		147.09
Sub Total			**1,421.55**	**1,663.52**	**1,563.99**		**1,588.31**
FF&E (per pupil)		1,000.00	111.33	130.29	130.29	1,594.11	177.48
ICT Infrastructure (per pupil)		225.00	25.05	29.31	29.31	216.10	24.06
Total			**1,557.94**	**1,823.12**	**1,723.59**		**1,789.85**

All figures are based upon a Learning Centre of 9,431m2, and an NOR of 1,050 pupils.

Figures are also base dated to 3Q05, and reflect a Knowsley location factor of 93% in accordance with information published by DfES.

The bottom line identifies that the standard BSF benchmark would be in the region of £1,754 for this project based upon BB98 and traditional school design and construction. The cost of construction for a school based upon the Exemplar Model is identified as being in the region of £1,790.

Section Six – Timetabling

Timetable based on provided Schedule of Accommodation

Periods Per Timetable Cycle Needed

Year	General Teaching	Science	Art	Design Tech	Music	Drama	PE	Personal Learning
Lessons x Groups	11x9	3x10	1x10	2x11	1x9	1x9	2x9	4x7
7	99	30	10	22	9	9	18	21
8	99	30	10	22	9	9	18	21
Lessons x Groups	9x9	2x10	1x10	2x11	1x9	1x9	2x9	7x7
9	81	20	10	22	9	9	18	14
10	81	20	10	22	9	9	18	14
11	81	20	10	22	9	9	18	14
Total	441	120	50	110	45	45	90	84

Current Periods Per Timetable Cycle Capacity (Rooms x Periods)

Domain	General Teaching	Science	Art	Design Tech	Music	Drama	PE	Personal Learning	Comments
Learning Bases	350								
Study Bases	225								
Science		200							
Technology				175					6 Technology + 1 Food
Food									
AC S						75			
Music					25				
Art			75						
Sp hall							50		
Library								50	
Total	575	200	75	175	25	75	50	50	

Surplus / Shortfall	134	80	25	65	20	30	40	34	

The exercise takes into account group sizes and a curriculum structure that is in keeping with the kind of group sizes commonly found in present-day UK secondary schools. A curriculum model has been constructed that it is believed begins to address the personalised learning agenda and an accommodation schedule that would cope with the transition from the typical current practice to anticipated future practice.

Assuming a cohort of 210 pupils in each year group, the table above recommends appropriate class sizes. These differ according to subject and year group. As the pupils move through the years the intention is to allow for a greater amount of personal learning through discrete timetabled lessons and also within subject areas. For example, in some science lessons in Key Stage 4 room timetabling will allow flexibility to move from a practical to a lecture style of learning; clearly this will be subject to teacher/adult support.

In terms of subjects, the more that subjects can be grouped together the more likelihood there is of multi-purpose use of space. Therefore there is a group of subjects called Creative Arts and includes Art, Music, Drama and PE.

The curriculum model has been structured as follows:

- Pupils in year 7 and year 8 are taught in half year populations – such that only half a year group need be engaged in the same subject simultaneously - allowing for setting/banding in the majority of General Teaching, Personal Learning, Science and DT.
- In year 9 is has been assumed that by moving from 7 groups of 30 to 8 groups of 27, some opportunities exist for blocking in half years in General Teaching, but in the main it would be expected that this additional group would provide more flexibility for 2 classes to be taught together. Science and DT numbers per group are larger than in Years 7 and 8; however, they have been timetabled to have access to more than one specialist room per group to encourage a more flexible and personalised approach to their learning.
- Pupils in year 10 and year 11 are taught in half year populations, but only in the core subjects, i.e. General teaching, Science, PE and Personal Learning. A typical range of option choices are timetabled across the year group. Whole year teaching in Science could be provided on 2 occasions in a cycle.

Section Seven – Facilities Management Solutions

In the above example the shortfalls indicated in personalised learning are met through an excess of general learning spaces, whilst PE and music shortfalls are met by an excess of Art and drama spaces.

An optimised rooming requirement is illustrated below that reflects an efficient personalised learning timetable. This creates less demand on the accommodation, which could potentially be freed up for community or other uses.

Alternative Option based on Efficient Personalised Learning

Year	Class	General Teaching	Science (and DT)	Personal Learning	Creative Arts	Design Tech	PE	Option 1	Option 2	Option 3
7	1	GT 11	Sc Dt 5	Pl 4	Cr Ar 5					
7	2	GT 11	Sc DT 5	Pl 4	Cr Ar 5					
7	3	GT 11	Sc DT 5	Pl 4	Cr Ar 5					
7	4	GT 11	Sc DT 5	Pl 4	Cr Ar 5					
7	5	GT 11	Sc DT 5	Pl 4	Cr Ar 5					
7	6	GT 11	Sc DT 5	Pl 4	Cr Ar 5					
7	7	GT 11	Sc DT 5	Pl 4	Cr Ar 5					
			Sc DT 5							
			Sc DT 5							
			Sc DT 5							
			Sc DT 5							
			Sc DT 5							
8	1	Gt 11	Sc Dt 5	Pl 4	Cr Ar 5					
8	2	Gt 11	Sc Dt 5	Pl 4	Cr Ar 5					
8	3	Gt 11	Sc Dt 5	Pl 4	Cr Ar 5					
8	4	Gt 11	Sc Dt 5	Pl 4	Cr Ar 5					
8	5	Gt 11	Sc Dt5	Pl 4	Cr Ar 5					
8	6	Gt 11	Sc Dt 5	Pl 4	Cr Ar 5					
8	7	Gt 11	Sc Dt 5	Pl 4	Cr Ar 5					
			Sc Dt t							
			Sc Dt t							
			Sc Dt t							
			Sc Dt t							
9	1	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	2	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	3	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	4	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	5	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	6	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	7	Gt 9	Sc 3	PL 6	Cr Ar 5	Dt 2				
9	8	Gt9	Sc 3	PL 6	Cr Ar 5	Dt 2				
10	1	Gt 6	Sc 4	Pl 7			Pe 2	Dt	Cr Ar	Hums
10	2	Gt 6	Sc 4	Pl 7			Pe 2	Dt	Cr Ar	Hums
10	3	Gt 6	Sc 4	Pl 7			Pe 2	Dt	Cr Ar	MFL
10	4	Gt 6	Sc 4	Pl 7			Pe 2	Dt	MFL	Cr Ar
10	5	Gt 6	Sc 4	Pl 7			Pe 2	MFL	Dt	Cr Ar
10	6	Gt 6	Sc 4	Pl 7			Pe 2	Hums	Dt	Cr Ar
10	7	Gt 6	Sc 4	Pl 7			Pe 2	Hums	Voc	Voc
10	8	Gt 6	Sc 4	Pl 7			Pe 2	Voc	Voc	Sc
								MFL	Voc	Voc
11	1	Gt 6	Sc 4	Pl 7			Pe 2	Dt	Cr Ar	Hums
11	2	Gt 6	Sc 4	Pl 7			Pe 2	Dt	Cr Ar	Hums
11	3	Gt 6	Sc 4	Pl 7			Pe 2	Dt	Cr Ar	MFL
11	4	Gt 6	Sc 4	Pl 7			Pe 2	Dt	MFL	Cr Ar
11	5	Gt 6	Sc 4	Pl 7			Pe 2	MFL	Dt	Cr Ar
11	6	Gt 6	Sc 4	Pl 7			Pe 2	Hums	Dt	Cr Ar
11	7	Gt 6	Sc 4	Pl 7			Pe 2	Hums	Voc	Voc
11	8	Gt 6	Sc 4	Pl 7			Pe 2	Voc	Voc	Sc
								MFL	Voc	Voc

Rooming Needs

Total		154	66+44	56	70					
		72+48+48	24+32+32	48+56+56		DT yr 9 16	40+16+16			GT 28+28
										DT 12+12
										Cr Ar 12+12
										Sc 2+2

Section Seven – Facilities Management Solutions

Introduction

The experience of the advisory team suggested that a typical PFI schools FM solution may not be appropriate for the Learning centre concept and that for budgetary and practical purposes, it would be appropriate to research an alternative approach to delivery of soft and hard services. The following table highlights the differences between a Typical School and a Learning centre.

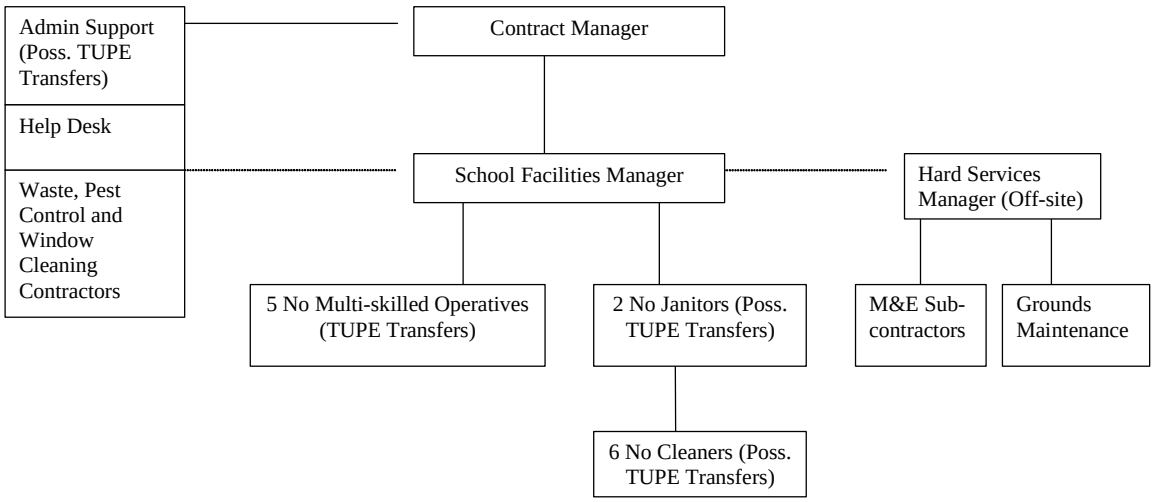
Typical School	Learning Centre
Core School day with additional hours	Usage for up to 16 hours a day
Mostly educational use	Educational use with extensive, extended uses, community access and collocated services
Single use spaces with fixed furniture layouts	Multi use spaces, constantly changing serviced by technicians
195 days per year	365 days per year
Teaching staff	Learning staff
FM delivery staff	Learning centre staff

The resultant service response therefore likely to be different

Traditional Service	Exemplar Service Concept
Caretakers	Multi-Skilled Operatives (MSOs)
Cleaners	Janitors
Cook/Kitchen Assistants	Catering Team
Security	Off-Site Security
Building Maintenance	Specialist Maintenance
Grounds Maintenance	Grounds Maintenance
Administration	Reception/Admin

Exemplar FM Concept

In order to meet the particular circumstances of the Knowsley Learning Centres typified in the usage patterns noted in section 2 above, the following Management Structure Chart could apply. This is based upon the 1050 learning place facility template:



Section Seven – Facilities Management Solutions

Many components of a modern facilities solution will continue to be utilised such as a helpdesk, performance monitoring system, health and safety, asset management and maintenance planning systems. These are detailed in Output Terms in Volume 3A of the Output Specification. The following aspects of the exemplar system are detailed below.

Multi-Skilled Operatives (MSOs)

Due to the extend daily opening hours and weekend opening for school sports activities and public attendance at the Library and Sports Centre, each Learning Centre will have four to five MSOs assigned to it dependant on size and opening patterns. The opening patterns are articulated in Section 3B of the Output Specification in the Learning centre specific sections.

MSOs will be expected to 'open up' and 'shut down' each Centre half an hour before and after the stated opening times. One MSO will be required to work normal hours each school day assisting the duty MSO with two-handed work, undertaking reactive and routine maintenance and covering for absenteeism. Out of hours attendance will also be covered by the MSOs. All MSOs are the first line of security throughout the opening periods.

The day will begin with each Centre being opened up and a routine search of the buildings for any overnight disturbances. Members of the Catering Team will be arriving shortly after to begin their preparation work. Following a tour of the site and contact with the Help Desk, checking for any overnight requests, the duty MSO will be joined by the day MSO to begin preparing room layouts as per the day's schedule. Further layout changes will be undertaken throughout the day as and when required.

MSOs will be the first point of contact for any emergency or reactive maintenance requests. They will make safe and repair or replace any defective equipment within their capabilities but will call via the Help Desk for offsite assistance or specialists to attend should the problem be more technical.

Routine maintenance will also be undertaken during quieter periods of the day, again to levels that the MSOs can perform. Other day to day duties will include inter alia escorting of contractors, porterage, low level churn, receiving deliveries and undertaking short deliveries to addresses within the contract, local small scale grounds maintenance including litter picks and security patrols, furniture erection/repairs, small scale decoration work.

Throughout the day MSOs will be available to support education staff with furniture moves or moving drama sets and setting out the seating either in rooms or in the restaurant.

MSOs will also prepare playing pitches such as positioning goal posts and corner flags. Initial dimensions and markings will be carried out by the Grounds Maintenance contractor but subsequent markings will be undertaken by the MSOs.

All MSOs will be contactable using bleeps and mobile phones and will have portable computer hardware to assist with maintenance, emergencies and reporting functions.

One MSO will act in a lead capacity and be responsible for the MSO team, its attendances, functions and any interfacing with other Centre management. The lead MSO will also be responsible for providing any reports, be it planned or unplanned and the content. He/she will also be the point of contact for any other contractor working on site and their associates and for monitoring progress and standards.

MSOs will also be required to provide support to other sites within the contract where additional manpower or expertise is required.

Janitors and Cleaners

Two Janitors will be employed at each Centre during normal opening hours. These attendances may be staggered to include an early start or late finish to assist access to areas of the areas that remain open during the first and last sessions of the day, depending on the usage patterns of the Centre.

Section Seven – Facilities Management Solutions

Janitors will be supported by a small team of cleaners that will attend site out of hours or where areas or zones are closed or locked down. They provide intensive cleaning programs to each area on a rotating basis.

Upon arrival on site Janitors will inspect all ablutions for cleanliness and sufficient consumables are present. They will then continue with the cleaning program in areas difficult to access out of hours such as the Sports facilities. Janitors will also undertake all low level window cleaning and attend to spillages, graffiti removal, infestations and emergencies as and when they occur. They will be contactable via the Help Desk using mobile phones and bleepers.

Janitors will also be required to assist Multi-skilled Operatives as required and to assist the Catering Team with cleaning activities. All vending and servery areas will be regularly visited throughout the day, cleaned and tidied up and the vending machines check for contents. Any replenishments will be notified to the Catering Team.

Janitors will be required to place orders, accept delivery and store consumables and the lead Janitor will be responsible for monitoring standards, reporting and supervising the cleaners and subcontractors. All deep cleans, high level window cleaning, pest control visits, waste contractor visits and other quarterly cleaning activities such as cleaning entrance mats will be managed and co-ordinated by the lead Janitor who will liaise with the Centre management and other parties.

The cleaning team will consist of approximately six cleaners that will attend site out of hours and provide a routine cleaning program throughout the establishment.

Catering Team

The catering provision to each Centre should be as a minimum at zero subsidy however with the right approach and innovation it is expected to provide a profit.

The Catering Team will be lead by an experience cook manager, supported by a deputy. Catering assistants in a number proportionate to the size of the Centre will undertake catering and vending duties accordingly.
Points of delivery include a main restaurant, satellite servery areas in Home Bases and the Sports Café.

Session One – 6.00 – 8.30am

The day will start before the first session starts with the preparation of breakfast food. Vending machines or satellite serving areas in the Home Bases and Sports Cafe will be stocked with fresh produce and preparation for the lunch menus will begin. Advertising of food offerings for the day will be advertised around the school through menu boards and the plasma TV system. A breakfast menu will be served in the main restaurant area.

All food deliveries will be early in the morning in order that fresh food can be purchased by staff and pupils with little or no deterioration in quality.

Along with the Multi-Skilled Operatives seating in the restaurant will be arranged, water containers filled and compliments set out in readiness.

Session Two & Three– 8.30- 4.00pm

During the session satellite serving areas in the Home Bases will sell sandwiches, baguettes, snacks and drinks. These sales will be available throughout the session, with staff migrating to the main restaurant and sports café according to where the demand occurs. A hot food service will be served in the main restaurant from 11.30 to 2.00pm, with a healthy options menu available in the Sports Café. MSO's will assist with the setting out of further tables and chairs as required into overspill areas adjacent the restaurant.

The Catering Team's efforts will be centred on the restaurant and Sports Café until the end of the hot food service. The team will then be focussed in cleaning up, making up orders for the following day,

report writing and paperwork. MSOs will help return the restaurant tables and seating back to their original places allowing the space to be used for something else.

From 2.00pm the Home Bases will continue to sell sandwiches, baguettes, snacks and drinks.

Hospitality will be available throughout the Centre and can be ordered through for special events via the Help Desk.

Sessions Four and Five – 4.00-10pm

During this time the Home bases will continue to sell sandwiches, baguettes, snacks and drinks up until the end of session four when the Home bases close down for the night. A catering service of snacks and refreshments will continue to be available in the Sports Café until closure of the Centre. Vending areas can be opened up to service particular events or to service meetings.

Sub Contractors

Sub contractors will be contracted to carry out various specialist activities such as pest control, waste, grounds maintenance, security and building and plant maintenance.

Co-ordination and liaison of these contractors will be through the lead Multi-Skilled Operative (MSOs) at site level and through the Facilities Manager at management level and above.

Sub contractors will attend site either for planned routine maintenance or emergencies. Sub contractor staff will be vetted and all company procedures routinely checked for quality and maintaining standards by the Facilities Manager and MSOs.

Visits will be by appointment only except for emergencies and any un-vetted sub contractor staff will be escorted by a MSO or Janitor.

Help Desk

The Help Desk will be located on one of the sites and manned from 08.00 to 18.00 hours. It will be the hub for all reporting to and contact with each Centre's management, and also with the FM team and sub contractors. Contact with the Help Desk will be through all normal communicative channels and each enquiry will be logged with data required to help assist the process and PayMech calculations using menu screen prompts.

Out of hours contact will be maintained via an off site Help Desk that will be well versed in the systems and procedures operated on the contract.

The Help Desk will be the single point for receiving all routine requests and for emergencies. Each routine request, be it for moving furniture, hospitality or reporting a fault, will be recorded on the systems and the correct member of staff made aware of the request in a timescale dependent upon the nature of the request. Each enquiry will be monitored with regular updates given back to the originator throughout the duration before closure.

Monthly reports will be generated by the Help Desk in a format to be agreed that will assist the Authority to monitor standards and check calculations for the Payment Mechanism formula.

Software shall be selected in order that the hand held devises operated by the MSOs can download maintenance and repair information and upload daily schedules and other information relevant to services to be undertaken.

For emergencies requests, the Help Desk will contact MSOs and Janitors via the use of bleepers or mobile phones for immediate action to resolve the problem.

Section Seven – Facilities Management Solutions

The Help Desk Operators will be well trained so that they can use their initiative when processing day to day requests and co-ordinate administrative processes and procedures without supervision. As the clients first point of contact they will be well presented and trained in customer services.

Budget

The above structure was costed and the resulting budgets for each learning centre factored into the financial model for the project,