

Further education output specification

College-specific brief: further education colleges

[Insert full name of college, URN code and project code]

December 2023

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# Summary

This document is the College-specific Brief (CSB) to be used for Further Education colleges which, with its Annexes, sets out the College-specific requirements for [insert full name of college and name of Responsible Body (RB)] and sits alongside the Further Education Output Specification Generic Design Brief (GDB) including associated Technical Annexes.

[**Drafting note:**

This document contains a series of advisory notes that should be deleted once addressed by the TA.]

## Who is this publication for?

This template is for technical professionals involved in the design and construction of college premises. It will initially be populated at Feasibility Stage (RIBA stage 1-2 -part), developed and refined during Procurement Stage (RIBA stage 3-4), when it will become integral to the Building Contract as Part C of the Employer’s Requirements.

Applicable and relevant standards for use with this document includes:

* Further Education Output Specification Generic Design Brief (GDB) and annexes, including the Schedule of Accommodation template, for FE projects
* FE Sustainable Estates Guidance
* Good Estates Management guides (GEMS)

## Uniclass codes?

This document captures Uniclass codes for the management of exchange of information. To access all codes and associated titles reference should be made to [Uniclass 2015 | NBS (thenbs.com)](https://www.thenbs.com/our-tools/uniclass-2015).

## Revision history

This table lists the key changes in each update.

### Template

|  |  |  |  |
| --- | --- | --- | --- |
| ISO revision code | ISO status code | Date | Amendment |
| P01 | S2 | 2021-03-23 | First internal issue of publication |
| P02 | S2 | 2021-09-04 | Draft watermark removed, formal issue to FE TAS21 |
| P05 | S2 | 2022-05-27 | Amendment made at: clause 1.3 |
| P07 | S2 | 2022-11-25 | Amendments made at: heading to Table 19 and to clauses 2.8.4, 3.12.4 and to drafting notes re. UGF and AEDs |
| C01 | A | 2023-12-18 | Amendments made at: 1.2, Table 1, 2.8.3, 2.8.4, Table 11, 3.5, Table 16, 3.12.4, Tables 18 & 19 and 3.12.5 |

### Project-specific

|  |  |  |  |
| --- | --- | --- | --- |
| ISO revision code | ISO status code | Date | Amendment |
| Cnn | An | YYYY-MM-DD | Employer's Representative to add amendments made to document here and rename file to make project specific |

# Drafting note summary

[**Drafting note:**

This template document can be used for any college type where the project is procured through the DfE Frameworks to reflect strategic and project-specific factors identified during discussions with the College’s representative. This Brief should be used for a single college site. The CSB Annexes are listed at the end of this template.

Any text added should be in standard black font and numbered so that each clause can be clearly referenced. The front cover, contents table and version control should be updated to suit.

The completed CSB, and associated Annexes are initially included as an Appendix to the Feasibility Study and will eventually form Part C of the Employer’s Requirements (ERs).

The CSB requirements should not contradict the GDB.

The College-specific Brief (CSB) sets out the College-specific briefing requirements for an FE capital project. The CSB and the Generic Design Brief (GDB) form Parts C and B respectively of the Employer’s Requirements (ERs). The GDB contains the generic requirements for all colleges, therefore the CSB should only contain additional or optional requirements specific to the college, and which impact on the capital works.

Apart from Section 1: Context, the CSB is in two main parts (with Annexes). The two parts are: The Strategic Brief and The Project Brief.]

**The Strategic Brief** (see CSB Section 2)

The Strategic Brief provides the context to the Project Brief. It describes the college’s educational needs, its site, and any Capital works which may be needed, but are outside of the parameters of the funded project, and hence the Project Brief. Therefore, the whole site is analysed, even though some of the required works will not be completed within the funded project. The Strategic Brief should be completed in close co-operation with the RB, and the output included in College-specific Annex CS6: Sustainable Estates Strategy. CS6 should clearly present (graphically and annotated) the following requirements as a minimum:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estate Data Summary** Template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the college estate.

**Drafting note continued:**

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the College Estate towards Climate Resilience which includes Net Zero Carbon by 2050, adaptation to overheating risk and managing biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & College Grounds and the College Buildings may limit or support the future direction for the college estate. This should be an overlay of the ‘Control Option.’

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the College Estate to meet any Condition Led Project previously identified. It should also consider how the College Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of Schedule of Accommodation and descriptions within the Building Bulletin (BB) 103/104 guidance and biodiversity net gain commitments. It should also include any outline Phasing requirements along the way (where applicable).

This should depict how the Site Masterplan will take the College Estate towards climate resilience and Net Zero Carbon by 2050. The **Strategic Brief** and resultant Sustainable Estates Strategy (CS6) shall:

* Form the framework and context for the Project Brief i.e., the ‘bigger picture’ or the full shopping list of requirements.
* Analyse the whole college estate i.e., compare the existing internal and external layout, spaces and areas with the required layout, spaces and areas.
* Be considered as best practice as the first analysis which takes place for any anticipated need for improvements or alterations to a College Estate.
* Reflect the long-term building needs of the College’s education, organisation/ business and community objectives, as well as the functionality and condition need of the whole estate.
* Include at least the minimum **building area** requirements for each type of space in line with the Schedule of Accommodation template.
* Include a review and feasibility for the minimum **site area** requirements for the various categories of outdoor spaces in line with the Schedule of Accommodation template as applicable.
* Demonstrate a whole site approach to achieve the sustainability requirements including net-zero carbon in operation, across the buildings and grounds, by 2050.
* Achieve a UGF score of at least 0.35 (or higher where the existing UGF score is 0.35) to demonstrate an increase of greening on site.
* Achieve a net gain for biodiversity.

**Drafting note continued:**

* Inform the logical sequence of works for the first phase (the Project Brief), and subsequent phases.
* Following completion of the fully designed solution, be updated (by the Contractor) and included in the Contractor’s Proposals to reflect the scheme at the end of RIBA stage 4.
* On completion of the project works, be updated (by the Contractor) and included in the Handover documentation (at the end of RIBA stage 5/6) for the RB to maintain as a ‘live’ developing and adapting document in line with works needed and undertaken through the lifetime of the College Estate.
* Be in a format to enable future works (outside of the funded Project) to be initiated, without the need to adjust/amend completed works.
* Be set out in this College-specific Annex CS6: Sustainable Estate Strategy, with the information shown above and noting:
  + The TA will confirm which sustainable technologies will be taken forward as part of this project. This table will align with the table in Section 2 but confirm those technologies being taken forward. The TA will work with the RB to produce a College-specific Sustainability Project Brief. It should be developed in line with the requirements of the **Further Education** **Output Specification Technical Annex 2J: Sustainability.**
* The Sustainability Project Brief will be demonstrated as part of the Concept Control Option as included in the Feasibility Study.
* The TA will summarise a high-level statement outlining the Sustainability Brief for the funded project and it should be noted that:
  + **New Build** elements should be designed to meet Net Zero Carbon in Operation
  + **Refurbished** elements, where possible and cost effective to do so, should be designed to Net Zero Carbon in Operation and, where it is deemed not possible, a clear pathway should be proposed that enable these elements to achieve Net Zero Carbon in Operation over the medium-long-term (as described in College-specific Annex CS6: Sustainable Estate Strategy)]

**The Project Brief** (see CSB Section 3)

The Project Brief (which includes the ICT design requirements) identifies the work required in the funded project. It should be completed in parallel with the Strategic Brief, and towards the end of the Feasibility stage once a Control Option for the Works has been agreed, and therefore the funded project identified. The Project Brief should fit within the needs of the whole college site as identified by the Strategic Brief, based on the RB’s long-term vision and site requirements for the future. It is important that the Project Brief for any building project is seen in the context of the Strategic Brief to avoid abortive or obstructive work and ensure value for money.

The **Project Brief** should:

* Be informed by the Strategic Brief (as the first phase of the whole estate development planning).
* Consider (but not necessarily address) the suitability or sufficiency needs of existing blocks outside of the Capital programme scope (unless there is consequential works required as a result of work within the Project Brief).
* Avoid the funded work being done in the wrong place and in the wrong order and any abortive work being carried out and ensure value for money in both the short term and throughout the life of the college estate. Ensure that the College functions both during and following these works.
* Align with the DfE policies for the Capital programme within which it is being funded.
* Meet key design criteria to ensure that facilities are appropriate and adaptable to suit the current needs, as well as changing circumstances of the future.
* Assess the ability to achieve at least the minimum building area requirements in line with the Schedule of Accommodation template for each type of space or relevant standard as applicable.
* Assess the existing external spaces and the work required to meet the minimum site area requirements in line with the Schedule of Accommodation or relevant standard as applicable for the various categories of outdoor spaces which are within scope for the funded project.
* Be compliant with the most current DfE Standards and Specifications, including Technical Annex 2J: Sustainability, as well legislative requirements.
* Demonstrate how it fits within a whole site approach, including for sustainability, across the building(s) and grounds, as set out in College-specific Annex CS6: Sustainable Estates Strategy.
* For all new build elements, to fully meet the sustainability requirements.

**Drafting note continued:**

* For all refurbished elements, where possible and cost effective to do so, meet the sustainability requirements and, where it is deemed not possible or outside of the specific Capital programme policy, demonstrate a clear pathway to achieve Zero Carbon in College-specific Annex CS6: Sustainable Estates Strategy.
* For untouched blocks, consider on-site offset measures to achieve Net Zero in Operation.
* Assess the clauses of the GDB and annexes to consider the preferences of the RB/college where options are available. Preferences may not mean they are fundable under the delivery Capital programme and may require funding from the RB/college or another source.
* Be set out in this College-specific Brief, as the brief for the Concept Control Option, including all relevant annexes, which is included in the Feasibility Study.

The TA will identify and select the option in the relevant SoA tool, based on the preferences of the RB set out in the Strategic Brief, to identify the requirements for the Project Brief, in consultation with the RB.

In new build colleges, the TA will provide possible clustering arrangements of smaller spaces, by providing simple diagrammatic clusters that reflect the needs and preferences of the specific college in Annex CS7: Adjacency Diagram. Requirements for spaces within a cluster to be linked, so that it becomes a suite (for instance for admin, SEN or music practice) should be shown on the adjacencies.

Requirements for refurbishment shall be identified in Annex CS2: Refurbishment Scope of Works (RSoW). The RSoW is required to be completed for any intervention in an existing retained building.

The TA will fill in the appropriate annexes most relevant to the College, a summary of the way these will be applied is shown in the flow diagram below.

Following Contractor engagement, the TA will review the Project Brief incorporating all Annexes and, if required through agreement with the DfE team, update the documentation to align with any changes agreed at Contractor engagement meetings and/or during development. Derogations will be recorded in the derogation schedule: changes to the Project Brief should only be made where this is required to develop the drafting of a coherent set of documents. For example, changes to the designated protected site area as defined in College-specific Annex CS6: Sustainable Estates Strategy and College-specific Annex CS7: Adjacency Diagrams.]

SSB Annex and Content Development Flow Chart

1. Develop the schedule of accommodation (SoA) and select options with the responsible body (RB). 

For a new build, develop an adjacency diagram linking RB organisational approach to SoA departmental descriptions. Then develop a college-specific SoA in line with CSB. 

For a project with a new build and refurbishment, develop an adjacency diagram linking RB organisational approach to SoA departmental descriptions. Then develop a site layout showing existing buildings linking  organisational approach to SoA departmental descriptions. Then develop a college-specific SoA in line with CSB. Finally, complete the refurbishment scope of works tool. 

For a refurbishment, develop a site layout showing existing buildings linking  organisational approach to SoA departmental descriptions. Then develop a college-specific SoA in line with CSB. Finally, complete the refurbishment scope of works tool. 



Figure 1: CSB Annex and content development flow chart

# 1 Context

## 1.1 Status of this document

1.1.1 This document is the College-specific Brief (CSB) for [insert full name of College and name of RB] which, with its Annexes, sets out the College-specific requirements referred to in the Generic Design Brief (GDB)1F[[1]](#footnote-2) and its Technical Annexes.

1.1.2 The CSB and its Annexes, together with the GDB and its Technical Annexes, forms the Further Education Output Specification (FE-OS). The FE-OS forms parts B and C of the Employer’s Requirements.

1.1.3 Apart from Section 1: Context, the CSB (and its Annexes) is in two parts and sets out both the strategic requirements for the College (the Strategic Brief), and the project specific requirements for the College (the Project Brief). The Strategic Brief sets the context for the Project Brief. The Project Brief and the College-specific Annexes set out the contractual requirements for the works.

1.1.4 The two main parts are:

* The **Strategic Brief** is provided for context and to enable good decision making. It describes the College’s educational needs, its site, and any Capital works which may be needed but are outside of the parameters of the programme, and hence the Project Brief. The Strategic Brief has been completed in close cooperation with the RB. The College-specific Annex CS6: Sustainable Estate Strategy is part of the Strategic Brief and sets the context out in further detail.
* The **Project Brief** identifies the work required in the funded project. It has been aligned with, and informed by, the Strategic Brief. The Project Brief has been completed in close cooperation with the RB and aligns with the Employer programme policies. The Concept Control Option, based on the Project Brief, is included in the Feasibility Study.

[**Drafting note:**

The CSB main body and its annexes will initially be created at Feasibility Stage (RIBA Stage 1-2 (part)) by the TA, developed and refined during Procurement Stage (RIBA Stage 3-4) by the TA, as required, when it will become integral to the Building Contract as Part C of the Employer’s Requirements.]

## 1.2 Document structure

[**Drafting note:**

The TA will ensure that each annex is completed where it is needed, then in the table below delete as appropriate ‘used’ or ‘not used’ against each annex (e.g., CS2 will not be used in a 100% new build project, CS3 and CS4 will be needed where legacy FF&E is available in an existing college or temporary provision, CS5, CS6 and CS7 will always be used).]

1.2.1 The CSB is based on a [type of] college designed for [number] student numbers for ages [add age range] with [onsite guided learning hours (GLH)] of [(total)]. This has been used to generate the CSB document as structured below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Content | Mandatory, Used or Not used | RIBA stage 2 (Feasibility): Issued / Not Issued | RIBA stage 4 (Contract award): Reissued / Revised |
| **Main document** |  |  |  |  |
| Section 1 | Context | Mandatory |  |  |
| Section 2 | Strategic Brief | Mandatory |  |  |
| Section 3 | Project Brief | Mandatory |  |  |
| Section 4 | ICT Design Requirements | Mandatory |  |  |
| **Annexes** |  |  |  |  |
| Annex CS1 | Schedule of Accommodation and Area Data Sheets | Used |  |  |
| Annex CS2 | Refurbishment Scope of Works (RSoW) | Used/ Not used |  |  |
| Annex CS3 | Legacy Group 2 Furniture and Equipment Schedule | Used/ Not used |  |  |
| Annex CS4 | Legacy Group 3 Furniture and Equipment Schedule | Used/ Not used |  |  |
| Annex CS5 | ICT Equipment Summary | Used |  |  |
| Annex CS6 | Sustainable Estate Strategy | Used |  |  |
| Annex CS7 | Adjacency Diagrams | Used |  |  |

Table 1: College-specific brief and its annexes

## 1.3 Precedence of documentation

1.3.1 All elements of the Employer’s Requirements, comprising the CSB (including the College-specific annexes), and the GDB (including the Technical Annexes), shall be satisfied. [PM\_10\_20]

1.3.2 The definitions listed in the GDB shall apply to this CSB and all other parts of the output specification. [PM\_10\_20]

1.3.3 Where there is any inconsistency between the GDB and the CSB, the Contractor shall notify the Employer. [PM\_10\_20]

1.3.4 For the avoidance of doubt, the Contractor shall consider and address all requirements of [Employer’s Requirements Part A: General Conditions](https://www.gov.uk/government/publications/employers-requirements-part-a-general-conditions). [PM\_10\_20]

1.3.5 This CSB outlines project specific requirements in addition to the GDB. [PM\_10\_20]

1.3.6 The CSB shall be read in conjunction with its College-specific Annexes which detail the specific needs of the project. [PM\_10\_20]

[**Drafting note:**

To avoid any inconsistencies between the GDB and CSB, the [Project brief](#_3_Project_brief) should include only allowable options (identified in the GDB) or additional requirements that have either been identified as abnormals or are to be funded by others, such as the RB.]

# 2 Strategic brief

[**Drafting note:**

Following discussions with the RB, the TA will add, delete, or amend, as necessary, the information in the following sections. Where requirements are identified these will be incorporated in the [Project brief](#_3_Project_brief).]

## 2.1 Overarching requirements

2.1.1 The Building(s), Grounds, Fittings, Furniture and Equipment (FF&E), Building Services, Security Measures, Fire Protection Systems, Communications and ICT Infrastructure shall support the strategic educational and organisational requirements set out in this CSB, in addition to those set out in the GDB. [PM\_10]

## 2.2 Site information

[**Drafting note:**

Existing Site Information - As identified in 2.2.1, the TA shall check and alert the DfE project team to any necessary updates, or missing data to the Existing Site Information, as provided in the Outline Brief by the DfE. The TA will also collect any other existing site or buildings information that is relevant to the development of the Strategic and Project Brief.

In addition to the items highlighted in the table below, the TA shall additionally note the following significant site information and propose mitigation measures where required:

* High risk site contaminant e.g., high-risk asbestos
* Geographical / infrastructure feature e.g., high voltage power line
* Environmental system e.g., protected species requiring significant mitigation

Please edit the paragraph below accordingly.]

2.2.1 The following site information is highlighted: [a. b. c. etc] [or] No specific site matters requires highlighting. [PM\_60\_10]

The Existing Site Information is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Site information source | Information / Warranted / Obtained / N/A | Available / Not Available / Not Provided | Uniclass |
| Official Title Plan outlining the whole college site boundary |  |  | PM\_30\_10\_80 |
| Estate strategy (including the educational and estate plans) |  |  | PM\_80\_10 |
| Historical information on college |  |  | PM\_30\_10\_36 |
| Existing survey information  Each survey to be identified, including originator and date |  |  | PM\_30\_10 |
| Existing Asbestos Management Plan |  |  | PM\_80\_10\_01 |
| Existing Condition Data Collection (CDC) information |  |  | PM\_30\_10\_15 |
| Existing college SOA and external areas |  |  | PM\_30\_10 |
| Independent college surveys and reports |  |  | PM\_30\_10 |
| Existing College Travel Plan |  |  | PM\_80\_10\_90 |
| Existing College Fire Evacuation Plan |  |  | PM\_80\_50\_30 |
| Existing Flood Risk Assessment |  |  | PM\_30\_30\_29 |
| Existing Greening Factor (GF) |  |  | PM\_30\_30  En\_32\_35\_80 |
| Existing Energy Performance Certificate (EPC) and Display Energy Certificates (DEC) |  |  | PM\_80\_10\_25  PM\_80\_10\_22 |
| Existing O&M Manual (including drawings where possible) |  |  | PM\_70\_85\_56 |
| Security Risk Assessment Checklist |  |  | PM\_60\_70\_70 |
| Additional Planning information |  |  | Ac\_05\_30\_64 |
| Other college provided information |  |  | PM\_70\_85\_25 |
| Restrictions or requirements of transaction unit DfE |  |  | PM\_40\_50\_47 |
| Tenure arrangements if not freeholder |  |  | PM\_40\_50\_47 |
| Summary lease terms |  |  | PM\_80\_30\_51 |
| Gas/electrical maintenance and inspection reports |  |  | PM\_60\_10\_70 |
| Maintenance plans and schedules |  |  | PM\_70\_85\_50 |
| Sustainability policies and green travel plans |  |  | PM\_80\_10\_90 |
| Substation information/energy centre |  |  | PM\_30\_10\_93 |

Table 2: Existing site information

2.2.2 In addition to the existing site information, further surveys have been undertaken and been used in developing the Feasibility Study and in turn the Project Brief. The full findings of which are included within the project information.

[**Drafting note:**

The TA shall complete the list and summary of surveys, highlighting only significant considerations where they have impacted upon the project and propose mitigation measures where required. Where the survey is not yet available, please state this.]

|  |  |  |
| --- | --- | --- |
| Survey | Consideration | Uniclass |
| Air Quality |  | PM\_30\_30\_03 |
| Arboricultural |  | PM\_30\_30\_04 |
| Archaeology |  | PM\_30\_20\_02 |
| Asbestos Preliminary |  | PM\_30\_40\_06 |
| Building Condition |  | PM\_30\_10\_15 |
| Detailed Measured Building |  | PM\_30\_10\_76 |
| Drainage CCTV |  | PM\_30\_20\_92 |
| Ecological Preliminary |  | PM\_30\_30\_25 |
| Flood Risk Preliminary |  | PM\_30\_30\_29 |
| Heritage Preliminary |  | PM\_40\_50\_37 |
| Intrusive Geotechnical & Geo-environmental |  | PM\_30\_20\_33 |
| Mechanical & Electrical (M&E) Stage 1 |  | PM\_30\_10\_93 |
| Mechanical & Electrical (M&E) Stage 2 |  | PM\_30\_10\_93 |
| Mechanical & Electrical (M&E) Stage 2 - Energy Audit separately reported |  | Ac\_15\_55\_26 |
| Noise and Acoustic |  | PM\_30\_30\_02 |
| Structural Stage 1 |  | PM\_30\_10\_85 |
| Structural Stage 2 |  | PM\_30\_10\_85 |
| Topographical & Underground Utilities |  | PM\_30\_20\_89  PM\_30\_10\_93 |
| Transport |  | PM\_30\_10\_90 |
| Unexploded Ordnance |  | PM\_30\_40\_92 |
| Legacy Group 2 Furniture and Equipment |  | PM\_80\_10\_32 |
| Legacy Group 3 Furniture and Equipment |  | PM\_80\_10\_32 |

Table 3: Further survey information

## 2.3 Student numbers and Guided Learning Hours (GLH)

**External site areas**

2.3.1 External site areas are listed in 3.5.1.

**Student numbers and Guided Learning Hours (GLH)**

2.3.2 The student numbers and Guided Learning Hours (GLH) are identified in the table below.

[**Drafting note:**

Use the table to provide existing college information: current age range, GLH on-site current/expected FTE current/expected numbers of students and staff.

* Current number of students split into age group ranges, part time and full time numbers and any planned change to this
* SEND places (see next drafting note)
* Net building capacity assessment of existing on-site college provision if applicable
* Numbers by curriculum area and group sizes where not covered in the Schedule of Accommodation

Where applicable, the TA will identify areas for Special Educational Needs (SEND) places. Where SEND students are integrated within the mainstream admission number, or where there is a special SEND provision, discussion with DfE is required to develop any particular requirements.

Where this is the case, include additional information to show:

* Number of students on the SEND register, including those with EHC plans

Identify any current third-party users of any part of the college (employers, community users, clubs, partner organisations, outsourced providers etc). Where appropriate, details should include:

* Any contractual arrangements covering use (leases, licences etc)
* If they have dedicated space or times of use of shared facilities
* If third party use is likely to impact on the Project (either temporarily or permanently). Community use information should inform the operational arrangements of the college. Any impacts on the Schedule of Accommodation to be noted.

Any on-site residential provision should also be identified here, with brief description.]

2.3.3 [Delete if no existing college] or [extend table as appropriate]. The current [type of] college is designed for [number] FTE student places for ages [add age range] with onsite GLH of [total] hours.

|  |  |  |
| --- | --- | --- |
| GLH numbers | Total GLH |  |
| Current and expected over next 5 years | Current: | Expected: |
|  | **Full time** |  |
|  | Current: | Expected: |
|  | **Part time** |  |
|  | Current: | Expected: |
| **GLH** to include any planned changes over next 5 years | **GLH Students** |  |
|  | Current 14 – 16: | Expected 14 – 16: |
|  | Current 16 – 19: | Expected 16 – 19: |
|  | Current 19+: | Expected 19+: |
| Number of FTE Staff on site | Teaching: |  |
|  | Non-teaching: |  |
| SEN (NOR) |  |  |
| Numbers on Free School Meals |  |  |

Table 4: Student numbers and guided learning hours (GLH)

## 2.4 Educational drivers

2.4.1 The design of the Building(s) and external space and grounds support the College’s curriculum and organisational model in so far as the standardised design of the college can be reasonably adapted. The design shall meet the requirements of the College-specific SoA and ADS (Annex CS1) and any further curriculum and organisational requirements set out in this CSB. [Ss\_90\_25]

2.4.2 The following table provides contextual understanding for the educational drivers selected in generating the SoA. [FI\_30\_80]

[**Drafting note:**

The TA will provide sufficient briefing to enable the following to be defined and as such the relevant selections to the generic SoA definitions. This process supports the development of the initial SoA from the template. The agreed selection options are listed here. Pick the relevant number in each row and delete the remainder [number of students, type of college, FTE if applicable, over/above student numbers with EHC plans, special units etc.]

|  |  |
| --- | --- |
| College Information |  |
| Site Type | Ample site  Tight site |
| Number of Storeys | 1 and 2-storey  2-storey  3-storey  4-storey  5-storey  6-plus |
| Existing buildings | None (all new)  Some retained  Some refurbished  All existing |
| Curriculum | High level description |

Table 5: Educational drivers

**SEND requirements**

2.4.3 Summarise student numbers and types of learning difficulty predominantly present as follows:

|  |  |
| --- | --- |
| SEND Type | Total numbers |
| Autistic Spectrum Disorder |  |
| Hearing Impairment |  |
| Moderate Learning Difficulty (MLD) |  |
| Other Difficulty/Disability |  |
| Physical Disability |  |
| Social, emotional and mental health |  |
| Speech, Language and Communication Needs |  |
| Specific Learning Difficulty |  |
| Visual Impairment |  |

Table 6: SEND requirements

2.4.4 Refer to the section on Statutory duties on post-16 institutions, [Further education: guide to the 0 to 25 SEND code of practice, 2014, DfE.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf) Colleges must fulfil their duty for students with SEND, whether or not the students have EHC plans. It applies in respect of students with SEND up to age 25 in further education, including those aged 14-16 recruited directly by colleges. Colleges must also fulfil the duties under the Equality Act 2010, making reasonable adjustments to prevent disabled people being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled people might require and what adjustments might need to be made to prevent that disadvantage.

[**Drafting note:**

Colleges should ensure that there is a named person in the college with oversight of SEND provision to ensure coordination of support. Sometimes called an Additional Learning Support (ALS) coordinator, similar to the role of the SEN Coordinator (SENCO) in schools.

Colleges should ensure students with SEND have access to external specialist services and expertise. These can include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists. They can be involved at any point for help or advice on the best way to support a student with SEN or a disability.

[Link to SEND\_Code\_of\_Practice\_January\_2015](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) Refer to chapters 7, 8 and 9.

The SEND Code of Practice suggests that support for students with SEND might include, for example: assistive technology; personal care (or access to it); specialist tuition; note takers; interpreters; one-to-one and small group learning support; habilitation/independent living training; accessible information such as symbol based materials; access to therapies (for example, speech and language therapy); support to prepare for higher education and/or employment, in maintaining good health in adult life & in participating in society.

Outline the College strategy to meet these requirements.]

**SEND education pathways**

[**Drafting note:**

Outline strategic brief for SEND-specific education pathways if applicable.

Example Pathways:

* Preparation for Adulthood / Life and Living Skills / Independence
* Preparation for Life and Work
* Supported internship.]

**Alternative Provision (AP) offer for fourteen to sixteen year olds**

[**Drafting note:**

Refer to definition of AP in the FE-OS GDB. Outline strategic brief for AP for 14 to 16-year-olds if applicable.]

**Educational vision**

[**Drafting note:**

The TA will work with the RB to summarise the Educational Vision, incorporating DfE relevant guidance. The DfE supports the use of GEMS and provides an extensive resource online at <https://www.gov.uk/guidance/good-estate-management-for-schools>.

If available from the RB, their completed documentation may be incorporated.

The TA will ensure that the Educational Vision summarises the College’s specific curriculum, pedagogy, organisation, and business plan including those planned for the future, to provide a context to the Project Brief. Where this affects the Project Brief, this should also be incorporated into the SoA and ADS (Annex CS1) as applicable, and the relevant text and reasoning included in the Project Brief. The text should be pragmatic and succinct and be in the context of standardised models and the methodology of off-site construction (if these are relevant/ available). The text may include, but not be limited to, the following:

* Particular emphasis on an area of learning or pedagogical approach, e.g., a vocationally based curriculum.
* Organisation of age and curriculum groups where applicable.
* Exceptions to the generic Suites of Spaces model outlined in the GDB, or other curriculum links not identified.
* If the College were to expand in numbers, in what way would the spaces be different/allocated or if there is capacity in the untouched blocks to accommodate this?
* What are the proposed/current movement patterns of students, staff and visitors around the site?
* Which (if any) spaces are likely to be used after hours for adult education and other community uses, what is the length of time they will be used, does this require solutions different to those in the GDB, e.g., for zoning and security?
* What range of learning activities (including sports) take place outside?
* Does the RB have any ambitions to embed aspects of sustainability into their curriculum or day-to-day life of the College? If so, are there any opportunities to harness and support this more broadly as part of the project?

**Drafting note continued**

* In addition to the statutory requirements, BS and EN standards, are there any other requirements for spatial needs and adjacencies in the SoA/RSoW that the College need to consider through the briefing stages and included here to respond to the Equality Act 2010 or SEND Code of Practice January 2015? Are there any other College-specific equality related requirements that need to be defined here?]

2.4.5 The following strategic statement by the RB sets out the purpose and priorities of the organisation and how this drives future policy, practices and decision making [Ss\_90\_25].

1. The RB’s pedagogical and curricular approach is [insert here]
2. The College’s organisation of groups/curriculum is as follows [insert here]
3. Planned or likely future expansion would be allocated as follows [insert here]
4. The proposed movement patterns of students and staff are as follows [insert here]
5. The following spaces are likely to be used on evenings and weekends [insert here]
6. The learning activities (including sports) that take place outside are [insert here]
7. The following sustainability ambitions [insert here] have the potential to be supported by the following [insert here] [PM\_35\_40\_84]

[**Drafting note:**

If the College has any resourced provision for SEND, providing specialist student places or support provision for a specific type of SEN or disability; give information here about the curriculum and organisation of the provision, including for the near future, and if there is an impact on the Project, include the relevant implications in the Project Brief.

In specialist SEND provision within a college, issues to be considered include:

* The range of student needs to be accommodated.
* Location and proximity of support rooms to main classrooms.
* The time spent in the mainstream college classrooms and the time and activities carried out in the specialist SEND provision.
* Will there be a need for specialist support of any type, such as for those with medical needs or a visual/hearing impairment?
* Provision required for disabled students to take part in outdoors activities.
* Any requirements with regards to locksuiting and ironmongery?]

**Estate plan**

2.4.6 The following high-level plan by the RB sets out in principle how the estate will support the Educational Vision and Strategy of the organisation. It shall set out the priorities, direction and key plans to ensure that the site’s buildings and grounds meets the organisation’s current and future educational needs and the wider agenda for the college.

[**Drafting note:**

The TA will work with the RB to summarise the Estate Vision, incorporating DfE guidance.

The TA will also ensure that the Estate Vision in this CSB includes, but is not limited to the following:

* The estate vision should set out the College’s ambition for the estate in 5–10 years’ time.
* At the same time, the vision should recognise the long-term needs of the current and future generations of college users, including measures in response to the impacts of the skills and lifelong learning and the wider college sustainability including climate change.
* Regarding climate change, it should include resilience planning against the current and future risks i.e., flooding, higher temperatures and prolonged rainfall, as defined by UK adaptation policy.
* It should be prepared in consultation with relevant stakeholders (particularly any landowning (or lease) parties) where relevant.

For example, if a college intended to expand or add additional facilities or is likely to require significant works on a block not part of this scheme, this would be noted at a high level here.]

**See TA brief, particularly Appendix 12, for supporting information.**

[insert vision here] [PM\_10\_20]

## 2.5 Statutory bodies

[**Drafting note:**

The TA will report on any Statutory Bodies, Consultees or Approvals that may inform the Strategic and Project Briefs. This may include, but is not limited to, the content of the following table.This summary will include any specific sustainability requirements; can third-party objectives/targets be aligned to provide a more positive holistic outcome?]

2.5.1 The following Statutory Bodies and reported requirements have been identified as follows:

|  |  |  |
| --- | --- | --- |
| Statutory Bodies and other Stakeholders | Requirement (please state) | Uniclass |
| Identify any local or national Planning Policy requirements applicable to the college site(s) |  | PM\_40\_20\_63 |
| The impact of the proposed development on the wider community/infrastructure |  | PM\_30\_30\_27 |
| Identify any historical or proposed projects that may influence the project. These could be on or around the college site(s) |  | Ac\_15\_45 |
| Identify any other funding sources, grants or applications relevant to the project |  | PM\_40\_50\_32 |
| Identify broader Statutory Bodies applicable to the site (Sport England, etc) and any requirements that they may have |  | PM\_10\_20\_75 |
| Identify and assess any Utility requirements to PAS 128 Survey Category type B, division of services, capacity assessments and upgrades, and if required, engagement with utilities requirements |  | Ac\_45\_70\_93  PM\_40\_60\_11 |
| Identify any Highways requirement |  | Ac\_80\_35 |
| Identify potential third-party objectives/targets that can be aligned to provide a more positive holistic outcome |  | PM\_10\_25\_75 |
| Planning departments and others |  | PM\_40\_20\_63 |

Table 7: Statutory bodies and other stakeholders

## 2.6 Site analysis

2.6.1 [insert brief description of site and its local context]

2.6.2 The location of any New Building(s) and the design and layout of any external spaces provided shall comply with the Site layout requirements in the GDB and take into account the following specific issues. [PM\_60\_10]

**Site access**

2.6.3 The design of the Buildings and external space provided shall take account of any College-specific Site Access issues.

[**Drafting note:**

The TA will review **Site Access** and identify any additional requirements that reflect Site constraints, particularly those concerning local issues. This may include but is not limited to the following:

* Outline of the existing Site layout and facilities.
* Current points of vehicular and pedestrian access, public transport and any potential to improve access and layering of security.
* How the Site is suitable for delivery and assembly of off-site manufactured Buildings (if applicable).
* Any safeguarding issues affecting people or animals e.g., land-based curricula, 14 to 16 AP].
* Movement of pedestrians (students, staff, visitors and deliveries), cycles (access and storage), waste collections, deliveries, emergency, coaches, taxis.
* If clear connectivity or separation is required from a neighbouring school, college or other off-site provision.
* Car parking or drop-off requirements, over and above those determined by the Local Planning Department or required by the GDB, for instance for community use or buses dropping off on-site (funding stream to be described elsewhere).

**Drafting note continued**

* Do the College’s travel plans have particular requirements over and above the core offer?
* Access for visitors to community provision during the day, evening and weekend use.

Insert Checklist from TA brief.]

[insert additional information here] [PM\_60\_10\_50]

|  |  |
| --- | --- |
| Other Site considerations |  |
| Important site adjacencies |  |
| Site parking numbers |  |
| Wayleaves, covenants and rights of way |  |
| Heritage buildings and constraints |  |
| Other |  |

Table 8: Other site considerations

**Environmental considerations**

2.6.4 The design of the Buildings and external space provided shall take account of any Environmental Condition issues, as follows:

[**Drafting note:**

The TA will review the site **Environmental Conditions** and identify any additional requirements that reflect Site constraints, particularly those concerning local issues. This may include but is not limited to the contents of the table below. For example, what measures can be taken at a project level to mitigate or benefit from microclimate conditions such as the sun path, wind rows, potential local noise receptors, local air quality concerns etc.? measures can be taken at a project level to mitigate or benefit from microclimate conditions such as the sun path, wind rows, potential local noise receptors, local air quality concerns etc?

What part does this project play in the holistic approach to flood management on the college’s estate? Is there a requirement for a wider Sustainable Drainage Strategy (SuDS)?]

|  |  |  |
| --- | --- | --- |
|  | Considerations (please state) | Uniclass |
| Particular views |  | PM\_10\_20\_26 |
| The Site microclimate, including sun paths and prevailing wind direction |  | PM\_30\_30\_98 |
| Adverse environmental conditions such as, acoustics e.g., traffic noises, air quality |  | Ac\_15\_55\_04  Ac\_15\_70\_90  PM\_30\_30\_03 |
| Flood Risk Assessment and Management including Sustainable Drainage Strategies (SuDS) |  | PM\_30\_30\_29  Ss\_50\_70\_85 |
| Surrounding geology, geography, archaeological and historical features and buildings, or protected habitats where relevant |  | PM\_30\_20\_10  PM\_30\_20\_02  Co\_32\_20\_04  PM\_35\_40\_34 |
| Adverse Geotechnical conditions e.g., contaminated ground and ground gases |  | PM\_30\_20\_33 |

Table 9: Environmental considerations

**Safety, Security and Safeguarding**

2.6.5 The design of the Buildings and external space provided shall take account of any College-specific Safety, Security and Safeguarding issues.

[**Drafting note:**

The TA will review any specific **Safety, Security and Safeguarding** issues that may need to be addressed, taking account of any risk assessments and any third-party use of the facilities, and the impact these will have.

* Does the College have any doors, barriers and fences that form the secure line?
* Does the College require an Enterprise Level Video Management System meeting ACPO Secured by Design guidance (2014)?
* Are there any fire strategy, security systems, M/E systems required for by the College or third party for operational use?]

|  |  |  |
| --- | --- | --- |
|  | Analysis | Uniclass |
| Local College-specific security issues, e.g., location; proximity to occupied properties, on-site caretaker etc. |  | PM\_60\_10\_77 |
| Additional requirements, which differ to the GDB, considering existing security measures (buildings and Site), e.g., secure line, access controls, alarms or CCTV systems, as identified in the College’s access and Security Risk Assessment |  | PM\_60\_10\_77  En\_75\_40 |
| Local requirement for sprinklers – ensures that the sprinkler proposals are compatible with the off-site construction system proposed |  | Ss\_55\_30\_98\_85 |
| Boundary fencing over and above the standard specification given in the GDB and Technical Annex 2B: ‘External Space and Grounds’ – this may be for security or educational provision (to be specified) |  | En\_20\_85\_30 |
| Safety, Security and Safeguarding issues relating to shared Site or Out-of-Hours access not covered by the requirements in the GDB |  | PM\_60\_10\_77 |
| Fire, Health & Safety considerations in line with Statutory Obligations not covered by the requirements in the GDB |  | PM\_35\_30\_30 |
| Inclusive Design requirements in line with Statutory Obligations not covered by the requirements in the GDB |  | PM\_40\_20\_42 |

Table 10: Safety, security and safeguarding

## 2.7 Buildings analysis

2.7.1 Analysis of the Existing building(s) has identified the following observations:

[**Drafting note:**

The TA will perform a **Buildings Analysis**. This may include but is not limited to the contents of the following table.]

|  |  |  |
| --- | --- | --- |
|  | Analysis (please state) | Uniclass |
| Confirm Ownership, lease arrangements (if any) & current use of the Building(s) e.g., are there any community access agreements in place? Are there plans to change the current use? |  | PM\_40\_50\_47  PM\_80\_30\_51 |
| Status of Building(s) based on existing CDC Data and/or survey information where available. Must include Building Services considerations |  | PM\_30\_10\_15  PM\_30\_10\_28  PM\_30\_10\_93 |
| Summary of type, age, construction, style, function and remaining life of building(s) on the estate |  | PM\_30\_10\_15 |

Table 11: Building(s) analysis

## 2.8 Sustainable estate strategy

[**Drafting note:**

This section will be supported by College-specific Annex CS6: Sustainable Estate Strategy. The TA will clearly present (graphically and annotated) the following requirements:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the **Estates Data Summary** Template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the College Estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the College Estate towards Climate Resilient which includes Net Zero Carbon by 2050, adaptation to overheating risk, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & College Grounds and the College Buildings may limit or support the future direction for the college estate. Consideration should also be given to development opportunities and planning constraints. This should inform the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the College Estate in line with the College’s Estate Strategy to meet any Condition Led Project previously identified. It should also consider how the College Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of the Schedule of Accommodation as relevant. It should also include any outline Phasing requirements along the way (where applicable).]

2.8.1 The design of the Buildings and external space provided within the Project Brief shall take account of any College-specific Sustainable Estate Strategy issues.

[**Drafting note:**

The TA will work with the RB to produce a Sustainable Estate Strategy and include this in College-specific Annex CS6. It should be developed in line with the requirements of the Output Specification Technical Annex 2J: Sustainability and other relevant guidance.

**Drafting note continued:**

This section acts as an executive summary of College-specific Annex CS6 to provide overarching context. The TA should use this section to summarise a high-level statement outlining the Sustainable Estate Strategy for the College. This may include, but is not limited to, the following content:

* It should consider and respond to all the analysis identified within the [Strategic brief](#_2_Strategic_Brief) with reference to how it can deliver the Educational Vision. (CSB Section 2.4.1) and the Estate Vision (CSB Section 2.4.2).
* Cover the short, medium, and long-term strategic thinking for the site up to at least 2050.
* Develop an understanding of the current and future climate change risks and how they might impact the College site.
* Identify projected funding now and in the future for estate development.
* Provide a high-level understanding of the condition of the site.
* Give strategic direction of potential development zones and future expansion.
* Empower RBs and Colleges with the knowledge of the site; and provide strategic direction on carbon reduction strategies.
* Consider which Low and Zero Carbon Technologies could be considered now or in the future relative to the site-specific characteristics. The TA shall use the table provided on the following page to undertake a high-level review of these technologies and their suitability on the College site to determine what potential there is for their adoption in the short-term Project Brief, or the medium-long-term strategic development of the site.]

[insert additional information here] [PM\_40\_20\_85]

2.8.2 The following Sustainability Interventions including Low and Zero Carbon Technologies have been considered and included in the Concept Control Option or not as identified. [PM\_40\_20\_85]

|  |  |  |  |
| --- | --- | --- | --- |
| Technology | Include? | Include? | Comments |
|  | Yes | No |  |
| **Heat Pump Options:** |  |  |  |
| Heat Pumps |  |  |  |
| Air Source Heat Pumps |  |  |  |
| Ground Source |  |  |  |
| Water Source |  |  |  |
| Geothermal |  |  |  |
| **Solar Options:** |  |  |  |
| Hot Water |  |  |  |
| Photovoltaic |  |  |  |
| **Water Options:** |  |  |  |
| Hydro |  |  |  |
| Tidal |  |  |  |
| Wave |  |  |  |
| **Wind Options:** |  |  |  |
| Turbines |  |  |  |
| **Other Options:** |  |  |  |

Table 12: Low and zero carbon technologies

**Urban Greening Factor (UGF) and Green Infrastructure**

[**Drafting note:**

At Concept Development Options appraisal, informed by the preliminary ecological appraisal, the TA will consider the calculation within the sustainable criteria of the options scoring template and score each option in relation to its ability to meet both a biodiversity net gain to meet the higher of national planning policy (10%) or local planning authority requirements (if different) and a minimum UGF target of 0.35.

The TA will assess the site and the Concept Control Option to provide a brief description under 2.8.3 and to create a Landscape Strategy Plan demonstrating the proposed BNG and UGF areas which shall be colour coded to match the areas set out in the UGF tables. The proposed Landscape Strategy Plan, BNG baseline and target shall be captured in the Feasibility Study.

At Feasibility the TA shall:

* Utilise Natural England’s Urban Greening Factor guidance to develop the Landscape Strategy Plan and schedule of the proposals.
* Establish site habitat baseline and target for biodiversity net gain using the preliminary ecological appraisal and demonstrated through the Biodiversity Metric (the latest version).
* Consider what opportunities across the site can be incorporated into the funded project to encourage shading from trees/planting to reduce ambient outdoor air temperature, flood regulation and natural outdoor covered spaces etc.

**Drafting note continued:**

* Utilise the Biodiversity Metric and UGF tools as an iterative process, establishing corresponding targets for the site to be achieved as part of the Project Brief.
* Ensure the site is not negatively impacted by the works.
* Ensure all sites achieve a minimum UGF target of 0.35.
* List the necessary biodiversity enhancements required within the Project Brief (refer to section on [Sustainability requirements](#_3.12_Sustainability_requirements)). This section shall capture the BNG baseline and target.]

2.8.3 The following potential areas of improvement to encourage biodiversity net gain and urban greening have been identified including where BNG shall be delivered [insert detail of where BNG shall be delivered (i.e., on-site), and if not on-site, providing evidence as to why it cannot be delivered on site]. [PM\_35\_40\_08]

2.8.4 The existing site has been assessed utilising the Biodiversity Metric (latest version) to establish the required baseline and BNG target as demonstrated by the Landscape Strategy Plan. The results from Biodiversity Metric are as below [TA to insert table directly from the Biodiversity Metric]: [PM\_35\_40\_08]

[Biodiversity metric results table to be inserted here]

Table 13: Biodiversity metric baseline and target results

**Other sustainability strategies**

[**Drafting note:**

The TA shall identify and list any sustainability strategies that require briefing, not listed above. For example, what are the operational requirements for metering and sub metering strategy? are the operational requirements for metering and sub metering strategy?

Any specific requirements resulting from the rationale behind the location of car parking facilities, user centred design and movement patterns to and from the buildings and site to avoid unnecessary hard landscaping immediately adjacent the building perimeter. The TA to extend, edit or delete as required.]

[either]

2.8.5 No additional strategies have been identified.

[or]

The following strategy has been identified for this site. [insert here] [PM\_35\_40\_08]

# 3 Project brief

## 3.1 Overarching requirements

3.1.1 The Project Brief identifies the work required in the funded project (to meet the Employer’s programme policies) and should fit within the needs of the whole college site (the Strategic Brief and resultant College-specific Annex CS6: Sustainable Estate Strategy) based on the RB’s long-term estate vision and requirements for the college site.

3.1.2 The Project Brief develops in the context of the Strategic Brief until Contract Award (end of RIBA stage 4) to ensure that work is done in the correct order and to avoid abortive work. [PM\_10\_20\_07]

3.1.3 The Building(s), grounds, FF&E, Building Services, and ICT infrastructure shall support the practical requirements as set out in this Project Brief, in addition to those in the GDB7F[[2]](#footnote-3). [PM\_10\_20\_07]

## 3.2 Project type

3.2.1 The proposed [type of] college shall be designed to accommodate the following [PM\_10\_10\_60]

[**Drafting note:**

The TA will detail in this section the forecast demand and proposed college capacity that the Strategic and Project Brief should be designed for. Complete the following questions and table, and clearly state what the numbers and age of learners the Strategic and Project Brief will be designed for.

With reference to the TA guidance in the section on [Student numbers and guided learning hours (GLH)](#_2.3_Student_numbers), and/or where further additional supplementary area is to be provided and therefore forms a requirement of the scheme that has been confirmed by the DfE, this should be identified and listed below. When describing the additional area, the TA must provide clarity as to its function.]

[delete if there is no confirmed supplementary area]

[**Drafting note:**

With reference to the TA guidance in section on [Student numbers and guided learning hours (GLH)](#_2.3_Student_numbers), and/or where further additional supplementary area is to be provided and therefore forms a requirement of the scheme that has been confirmed by the DfE, this should be identified and listed below. When describing the additional area, the TA must provide clarity as to its function.]

[list area confirmed and detail function] [PM\_10\_10\_60]

[**Drafting note:**

On existing sites, identify Blocks that are receiving works or delete the relevant line. For DfE projects the condition data block reference (EFAA, EFAB) should be used, externals should be identified according to the Schedule of Accommodation definitions if applicable. If there are planned changes to age ranges, or group sizes then these should be stated in the paragraph above.

The TA will briefly describe the project type. A Whole College Project is one in which the Works carried out on most Buildings or most of the grounds of a college, is typically more than 75% of the overall Building area. In a Whole College Project, the Contractor shall have responsibility for providing the required facilities for the whole college within the Site.

A Partial College Project is one in which only one or two blocks are being rebuilt or refurbished, typically less than 75% of the overall Building area.

If the project involves any intervention into an existing retained building, use Annex CS2: ‘RSoW’ to describe the scope of works in the refurbished areas – see Partial College Project above.

The TA will summarise briefly here, noting where any areas of refurbishment, service connections or remodelling apply, referencing location drawings as needed and selecting or deleting the appropriate sections.]

[Either:]

3.2.2. This Project for [insert College name] is a **Whole College Project**, such that the Contractor has responsibility for providing the required facilities for the whole College Building(s) and the Site and shall comply with all requirements in the GDB.

[or]

This Project for [insert College name] is a **Partial College Project**, such that the Contractor only has responsibility for the construction or refurbishment of Buildings identified in this CSB, as well as access to those Buildings and any additional Site Works identified in this CSB.

[**Drafting note:**

Delete paragraphs below as applicable.]

[Either:]

3.2.3. This is an entirely new build project.

[or]

This is a new build project with existing buildings retained and not part of the works.

[or]

This is a new build project with existing buildings retained, and refurbishment works within them will be limited to utility connections of new blocks to existing buildings, upgrading of fire alarms or other services where necessary and making good after demolition and other minor works.

[or]

This project is a mixture of new build [extension or new block] with refurbishment [and/or] remodelling of existing buildings. [PM\_10\_10\_60]

[**Drafting note:**

The TA will identify Blocks and select or delete the relevant works type as required. For DfE condition led programmes, the condition data block reference (EFAA, EFAB) should be used, externals should be identified based on the Schedule of Accommodation definitions if applicable. If there are planned changes to age ranges, or group sizes then these should be stated in the paragraph above. For clarity it may be necessary to reference the site plan in College-specific Annex CS7: Adjacency Diagrams.

Any building with any works even if it is consequential works due to construction in or of another building will be listed in the RSoW Section and the RSoW tool will apply.]

3.2.4 The following details the existing and proposed buildings and externals.

|  |  |  |
| --- | --- | --- |
| [insert diagram reference, if applicable] |  |  |
| Block / Site reference | Works type | Brief description of works |
| New Block reference | New Build | [TA to complete] |
| EFAA | No works  Demolition  Remodelling / Refurbishment  Consequential | [TA to complete] |
| EFAB | As above | [TA to complete] |
| Existing Hard Informal | As above | [TA to complete] |
| Existing Soft Informal | As above | [TA to complete] |
| New Hard Informal | As above | [TA to complete] |
| New Soft Informal | As above | [TA to complete] |
| Extend as required | As above | [TA to complete] |

Table 14: Proposed and existing buildings and externals

3.2.5 The RSoW CS2 is not required [or] The RSoW CS2 provides detailed elemental descriptions of works required. As summarised in Table 14. [Ac\_10\_70\_65]

## 3.3 Adjacencies

3.3.1 The design of the Building(s) and site shall adhere to the College-specific adjacencies in Annex CS7: Adjacency Diagrams. This sets out the relationships between different departments, suites, rooms and external spaces. [PM\_10\_80\_10]

3.3.2 The standard space types listed in CS1: where possible in a new build proposal SoA and ADS shall be designed to a standardised dimensional grid of 7.8m x 3.6m, with adjacent circulation, to match the adjacency diagram set out in College-specific Annex CS7, either:

* on a 3.6 x 7.8m deep grid where the area of the space is appropriate; except for large spaces such as construction workshops and other curriculum areas;

or

* located in a pair or a cluster of spaces that fit within the same constructional grid

3.3.3 In the design development phases, the contractor shall use this as the basis of their design proposals [where possible]. [PM\_10\_80\_10]

[**Drafting note:**

The TA will note the requirements of 3.3.2 and shall describe within the adjacency diagram how the Departments and teaching spaces need to be organised to match the requirements for efficient dimensional organisation (grid) and the College’s particular organisational and teaching requirements. In particular, the generic department descriptions within the Annex tools must be linked to the College’s organisational descriptions. Requirements should be consistent with the Strategic Brief, any proposed standardised solution and the SoA and ADS in College-specific Annex CS1, for example:

* As a result of educational need, are any classroom requirements within a standard bay?
* As a result of pastoral or educational need, is there need for any support spaces to be adjacent to particular teaching spaces?]

## 3.4 Internal space

**Overview**

3.4.1 The design of the buildings shall follow a Standardised approach as defined in the FE-OS.

[**Drafting note:**

The TA will use the Schedule of Accommodation template to develop the SoA in parallel with this CSB and be consistent with it, taking into account the overall area available to the College and the importance of making effective use of all available space. Any amendments to the generic requirements in the first draft of the Schedule of Accommodation template or ADS to meet the College’s particular teaching needs should be agreed with the Employer and included in the completed Project Brief, the SoA and ADS in College-specific Annex CS1.

Include considerations of any additional security requirements as a result of the Security Risk Assessment.]

**Adaptation of standard model and meeting spatial need**

[**Drafting note:**

The TA will delete or include either or both, as appropriate.]

3.4.2 [delete if no new buildings] The spaces in CS1 and the adjacencies in CS7 are based on proposed new Building(s) that can be designed to a standard constructional grid. The design of new Building(s) shall follow a standard approach, and this shall only be customised and adapted where it is necessary to support the College’s curriculum and organisational model and only as far as the standardised design of the College can be reasonably adapted.

[delete if no refurbished or remodelled buildings] The spaces in CS1 and the adjacencies in CS7 are based on the existing or proposed sizes in the existing Building(s). [PM\_10\_80\_85]

[**Drafting note:**

Where adaptations to a standardised design are proposed, extend this paragraph to include for example:

Door positioning to affect adjacencies, door inclusions to make spaces more flexible in use, and reassigning of spaces of the same size or where cluster patterns and use allow. These changes have to be made within the constraints of the off-site manufacturing system and the SoA. These proposed changes should be recorded in the table.

Typical headings may include:

* College-specific spatial need (e.g., hairdressing salon)
* Standard room(s) to meet need (e.g., group room to have improved acoustics for music – see example above; two standard rooms to be joined to create larger space; door to be omitted)
* Non-standard space need and mitigation strategy (e.g., vehicle workshop – arrange for off-site delivery by others or discuss if it is being funded on this project etc)
* Spaces set out in this College-specific Brief to be consistent with the spaces set out in the Schedule of Accommodation.]

[insert requirements here] [PM\_10\_80\_85]

3.4.3. Internal Space requirements

The following is a list of spaces as defined in the Schedule of Accommodation template. Each space in the project SoA which is developed with the College, should be discussed to agree particular requirements, adjacencies with other rooms or departments, location within the buildings, operational issues, particular equipment, environmental considerations, facilities management and any other relevant design issues that should be captured in the CSB:

**Core Teaching Spaces**

* Flexible/Shared
* Specialist/Vocational
  + Small-Scale
  + Medium-Scale
  + Large-Scale
  + Extra-Large-Scale

**Support Spaces**

* Shared Spaces
  + Large spaces (Auditorium etc)
  + Dining/Social spaces (informal dining and social spaces)
  + Sports spaces (sports hall, studios, fitness suite, gyms)
* Learning Resources
  + Resource/Study spaces (open and study rooms)
* Staff/Ancillary
  + Teaching staff spaces (workrooms and offices)
  + Administration staff spaces (workrooms and offices)
  + Meeting/Interview Rooms
  + Central Facilities (reception, reprographics, first aid, faith spaces)

**Storage Spaces**

* Storage spaces (classroom, teacher storage, prep rooms, sports and Furniture stores)

**Non-Net Spaces**

* Toilets and Personal Care
* Kitchen Facilities
* Circulation
* Plant
* Internal partitions and other

3.4.4 The Flexible Shared classrooms shall be as listed and specified in CS1 [or] The following additional requirements to CS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

* In core teaching areas the TA will identify, based on options chosen in the SoA and as described in the CS7 adjacency diagram, locations of required support spaces in relation to Core Teaching spaces?

**Drafting note continued:**

* Are there educational issues which require Core teaching rooms to be a variety of sizes e.g., small seminar rooms, large lecture spaces?
* Are there any educational issues which require F&E to be accommodated in a particular size of Core teaching room e.g., larger tables for/to house both ICT and other resources, no need for tables?
* The relationship of group rooms to teaching spaces and vocational spaces?
* Adjacency requirements to other rooms and departments?
* Particular location requirements for the spaces within the building e.g., near main entrance?
* Particular environmental considerations?
* Particular equipment requirements?
* Particular ICT requirements?
* Facilities management requirements e.g., may include ironmongery or sanitaryware types in line with estate management needs?
* Shared provision and timetabling considerations?
* Other design issues to consider?]

[insert requirements here] [SL\_25\_10\_14]

3.4.5 The Specialist/Vocational Teaching Spaces shall be as listed and specified in CS1 [or] The following additional requirements to CS1 must be agreed with the RB and may include: [or] Not used.

[**Drafting note:** The TA will identify:

* What range of activities should each specialist/vocational space deliver?
* SEND requirements? Outline any accommodation requirements from the SEND pathways described in the [Strategic brief](#_2_Strategic_Brief).
* Are there any priorities for layout in laboratories that may influence the type of science system used, e.g., all students to face the front of the class?
* Which specialist or vocational spaces need to deliver any courses such as Construction, describe the range and scale of activities including the size of room and curriculum activities for each space?
* Is there a need for separate preparation spaces for technicians?
* To what extent should students be able to access materials from practical stores?
* Could some vocational courses share a large space rather than having a number of smaller spaces for each one allowing some sharing of general resources?
* Does the proposed service provision in the generic requirements in the SoA and ADS deliver the curriculum, for instance in science?
* Adjacency requirements to other rooms and departments?
* Particular location requirements for the spaces within the building near main entrance?
* Particular environmental considerations?
* Particular equipment requirements?
* Particular ICT requirements?
* Other design issues to consider?]

[insert requirements here] [SL\_25\_10\_28]

3.4.6 The Support Spaces shall be as listed and specified in CS1 [or] The following additional requirements to CS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_25\_75\_82]

[**Drafting note:**

The TA will identify based on the large spaces, dining, social and sports spaces where relevant, in the SoA and ADS:

* Adjacency requirements to other rooms and departments?
* Particular location requirements for the spaces within the building e.g. near main entrance?
* Particular environmental considerations?
* Particular equipment requirements?
* Particular ICT requirements?
* Sports hall usage for curriculum, exams and external community sports?
* Particular requirements for auditorium - use for curriculum, exams, performances, seating and stage arrangements and public use?
* Is there a requirement not to have bleacher seating?
* Is any external dining needed?
* What are the multi-functional uses of the dining space, e.g., a social space, an open learning area?
* What is the total number of students expected to have meals (with a hot/ cold split) and those expected to eat out of college?
* Any requirements for catering equipment and layout that differ from the provision outlined in the generic requirements in the SoA and ADS and the GDB, including any dietary or religious needs affecting the planning of the kitchen.
* What is the number of sittings over the lunch period and how does dining take place during the college day?
* Any breakfast, break-time or all day dining to be offered by the College with the total expected number using?
* Any public use of facilities?
* Are there specialist catering kitchens required with dining for the public and particular requirements including opening times?
* Other design issues to consider?
* Where specialist SEND facilities are being provided, do any areas need to be separated for privacy for students with SEND?
* Outline the SEND-specific accommodation requirements to meet the SEND & AP provision outlined in Section 2.4.2.

**Drafting note continued:**

With reference to the document, [Further education: guide to the 0 to 25 SEND code of practice, 2014, DfE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf), the following recommendations would contribute to inclusion:

Accommodation:

* At least one Changing Places Toilet [min 12m2] per 10K m2 or per large block.
* An accessible changing room in each changing area [min 6m2]. To include a level threshold shower, wash hand basin, and accessible toilet in it or close by.
* 10% of the sanitary provision to be accessible toilets for disabled pupils, staff or visitors, including people with hidden disabilities.
* Mobility aid storage [min 1.5m2 bays].
* A small group / quiet / individual leaning room (ILR) or pod [min 5m2] for every department.

Specification:

* Wayfinding signage to be Equality Act compliant.
* Inclusive acoustic standards throughout.
* Portable hearing assistive devices / infrastructure to support hearing assistive devices.

A SEND support suite, with the following accommodation, is recommended to meet statutory duties on post-16 institutions. Refer to Chapters 7, 8 and 9:

* Additional Learning Support (ALS) / SENCo office(s) depending on size of college
* Archive store
* Storage for support materials / equipment / resources
* Medical Room / Therapy Room(s)
* SEND Resource base for learning and behaviour support
* Independent living / life skills room
* Meeting room for parents, students, transition assessments, multi-agency meetings
* Kitchenette
* Informal waiting / social space
* Accessible toilet]

|  |  |
| --- | --- |
| Aspect | Pupil dining information |
| Number of students taking hot meals | Insert number of students |
| Number of students taking cold meals | Insert number of students |
| Length of lunch period (minutes) | Insert length of lunch period if relevant |
| Number of sittings | Insert number of sittings if relevant |
| SEND | Where specialist SEND facilities are being provided, do any areas need to be separated for privacy for students with SEN? |
| External Dining and Catering | Confirm that external dining area is required and if an external or satellite servery is required and if so, should this be directly accessed from internal dining or not? |
| Any other requirements | Any requirements for catering equipment and layout that differ from the provision outlined in the generic requirements etc in the College-specific SoA and ADS and the GDB, including any dietary e.g., requirements for food textures or religious needs affecting the planning of the kitchen |

Table 15: Kitchen and student dining information

|  |  |
| --- | --- |
| Extended dining (provide service description) | Number Attending |
| Break Time if relevant | Insert number attending |
| All Day Service | Insert number attending |
| After college hours/public dining | Insert number attending |

Table 16: Extended dining

3.4.7 The Staff and Administration spaces shall be as listed and specified in CS1 [or] The following additional requirements to CS1 have been agreed with the RB and will apply to: [or] Not used.

[insert requirements here] [SL\_20\_15]

[**Drafting note:**

The TA will identify based on the spaces in the SoA and ADS, any preference for staff work and social spaces to be combined or separate.

* Will visiting professionals coming to the College need a separate entrance for security or privacy reasons?
* Will they share the main staff room or use one of the therapy or office spaces as a base?
* How will staff facilities be distributed throughout the buildings?
* How does main reception operate and what are the requirements?
* As part of a security plan and the College’s organisational strategy, is a single entrance required or separate ones for visitors and students?
* If separate, is more than one student entrance required (e.g., for different age groups)? Colleges will likely have more than one access into the building.
* Are there particular adjacencies required to business support or registration facility?
* For offices – use of open plan, hot desking and other modern workplace considerations?
* Meeting room facilities and tea-points?
* Are there access arrangements for visitors to student-run facilities e.g., dining/canteen, hair salon, construction deliveries e.g., garage doors etc?
* Any particular requirements based on college facilities management arrangements?
* How is reprographics handled and where should a repro room be located? Are ‘follow me’ printing services distributed?
* The server room/ hubs? Cloud based systems and Wi-Fi to be covered in the section on [ICT design requirements](#_3.11_ICT_design)?
* Where would the first aid room be located and any adjacencies required?
* Are faith spaces required and if so, what are the requirements?
* What are the general adjacencies and special requirements for staff and ancillary facilities in the College?]

3.4.8 The Library, LRC and/or Study Spaces shall be as listed and specified in CS1 [or] The following additional requirements to CS1 have been agreed with the RB and will apply to: [or] Not used.

[**Drafting note:**

The TA will identify the College’s use of the library/LRC/SEND spaces here:

* Number of books and other media required for storage?
* Any additional activities for the library/LRC other than those listed on the generic requirements in the SoA and ADS?
* Any specific requirements of the library/LRC e.g., the number of books, access to the books by the students (for furniture heights etc.) the amount of ICT, security to the entrance?
* Any RB requirements for the organisation of the SEND support spaces will be listed here. An individual learning room or quiet bay off SEND-specific classrooms is recommended for students on SEND pathways to assist with self-regulation.
* How much of the LRC is open plan and what staff facilities are required as part of the LRC?]

[insert requirements here] [SL\_25\_70\_47]

3.4.9 The Storage Spaces shall be as listed and specified in CS1 [or] The following additional requirements to CS1 have been agreed with the RB and will apply to: [or] Not used. [SL\_90\_50]

[**Drafting note:**

The TA will note any specific needs for storage within the storage areas scheduled in the SoA and ADS (in College-specific Annex CS1), such as:

* Are there any items of F&E which require specialist storage?
* Any need for dining table or chair storage etc., over and above the standard storerooms listed in the SoA and ADS?
* Do any stores require additional security, over and above the GDB?
* What is required in prep rooms?
* Materials, chemical or radioactive material storage?
* What storage do the sports facilities require, if any?
* Are there any requirements for student storage lockers for personal items and if so, what proportion is required, where might these be located?
* Any particular requirements based on college facilities management arrangements?
* What is the College’s approach to ICT, is it assumed that all students provide their own so little storage is needed in the building?
* Direct access to a storeroom for resources is recommended off SEND-specific classrooms.]

[insert requirements here] [SL\_90\_50]

3.4.10 Non-net spaces including Toilets and personal care facilities shall be suitable for the RB’s organisational model, as described in the Strategic Brief and, where the standardised design allows, the design shall meet the following specific needs, taking into account the College Premises Regulations. [SL\_35\_80]

[**Drafting note:**

Using the examples listed below, the TA will outline any particular requirements, extending or deleting anything in the table above, for example:

* Whether the College requires single sex or unisex toilets and showers, or both?
* Whether toilets’ hand-washing areas should be open on to the circulation space or enclosed by means of a door?
* Separation of student and staff toilets, if relevant?
* Full height cubicle partition system?

Generally:

* Any differentiation between toilet facilities for different age or gender groups?
* What is the College’s ethos on supervision/privacy e.g., preference for open plan hand washing areas? Privacy for accessing sanitary products?
* The standard requirement is for electric hand driers as set out in the GDB. Considering the service contracts with hygiene companies, is an alternative required e.g., paper towels?
* Any preference for hand basins or wash troughs?
* Ablution facilities, if relevant?
* Any preference for the location of wheelchair-accessible toilets, hygiene rooms/changing places facilities or the location of staff toilets?
* What kitchen facilities are required - is food prepared on site, delivered and/or a mixture of both?
* Any particular requirements based on college facilities management arrangements?
* Is there a requirement for baby changing and feeding rooms? These should be designed to be universally accessible, ensuring that changing and feeding are provided for in separate rooms, are accessed independently from circulation and an adequate area provision is made for prams.
* Does the College have any service contract requirements and/or what is the number of clinical waste bins required?

|  |  |
| --- | --- |
| Consideration | Description |
| Differentiation | [any differentiation for different groups] |
| Supervision | [open plan hand washing / privacy for sanitary products / open to circulation to aid supervision] |
| Hand Driers | [electric hand driers as required by GDB / requirement as per service contract / alternative e.g., paper towels] |
| Hand washing | [hand basins / wash troughs] |
| Access | [describe arrangements for access during break/lesson times] |
| Locations | [preference for the location of wheelchair-accessible toilets / hygiene rooms / staff toilets] |

Table 17: Toilets and personal care

## 3.5 External spaces and grounds

[**Drafting note:**

The TA will deliver a holistic Landscape Strategy Site proposal and plan which considers BNG and UGF (see section on [Sustainability requirements](#_3.12_Sustainability_requirements)) as well as demonstrating compliance through the DfE's External Facilities Tool (EFT) and use the table below to show the external area to be provided, based on the minimum requirements in BB103/4 (where applicable) and compare these to existing external spaces. The TA will also list the external spaces and facilities required in College-specific Annex CS1, after the internal spaces and any outbuildings and enclosures required, using the parent ADS codes and activity space types listed in Technical Annex 1C. These should include soft and hard informal social areas with outdoor curricular areas, hard surfaced games courts (including multi-use games areas) and habitat areas. The text below should identify, where applicable:

* What opportunities there are for biodiversity: trees within hard landscape, long flowering grass as borders to sports pitches and rain gardens taking water from impermeable areas?
* How can planting be integrated to meet BNG and UGF requirements and improve site conditions?
* Which sports facilities take precedence? Does the College provide PE and sports on the curriculum?
* What external space is needed for vocational learning? If so, what type of space and equipment is needed?
* Are there specific items of planned new or legacy equipment that form an important part of a learning activity?

**Drafting note continued:**

* Any need for canopies to be relocated based on what the College already has or intends to provide?
* Any particular need to separate different activities e.g., by age group?
* Any specific items of equipment that need particular storage facilities e.g., external equipment?
* Any particular need to separate different activities e.g., by age group (e.g. where there is provision for 14 to 16-year-olds, or SEN pathways are offered. Refer to section 2.4.2)?
* Any safety requirements additional to the GDB e.g., fencing between areas?
* Details of any additional security requirements as a result of the Security Risk Assessment?
* Any adjacent or overlapping skills practice areas?
* Any particular requirements based on college facilities management arrangements?

For projects on existing sites list any unusual features, any hard surfaces or special places such as memorial gardens which are being retained; or any sports pitches (including all-weather pitches) which are being retained or will continue to be provided off site. Where appropriate, list the requirements of any third-party users of the sports facilities (funding to be agreed).]

3.5.1 The design of the external space and grounds shall comply with the requirements of the GDB, and the additional College-specific requirements listed below.

1. The sports facilities shall be used for the following [insert here]
2. Vocational learning/storage areas shall be provided for [insert here]
3. External curriculum equipment shall be provided for [insert here]
4. The following canopies shall be provided (where justified) [insert here]
5. The following age groups will be separated [insert here]
6. The following equipment requires specialist storage [insert here] [SL\_40\_05\_59]

**External Site Areas**

3.5.2 The overall External Site Areas shall be extracted from the results table from the EFT and inserted below: [PM\_10]

[EFT results table to be inserted here]

Table 18: External net and non-net areas

[**Drafting note:**

Where there is an existing college site, the TA will provide an assessment of the existing site areas against the Schedule of Accommodation as applicable. The TA will include the EFT results to demonstrate existing external areas using the categories as defined in the Building Bulletins 103 or 104.]

## 3.6 External fabric

3.6.1 The design of all external fabric shall comply with the requirements of the GDB and any additional College-specific requirements.

[**Drafting note:**

The TA will list any specific requirements, for example:

* Any particular local or planning guidance for building materials?
* Are external doors or specialist access needed to rooms?
* Any specific security requirements for the management strategy of the locking and suiting to individual rooms e.g., key systems?
* Any particular requirements based on college facilities management arrangements and previous projects / lessons learnt of buildings in use?]

[insert requirement here] [PM\_40\_30\_18]

## 3.7 Internal elements and finishes

3.7.1 The design of all internal finishes shall comply with the requirements of the GDB and any additional requirements in this CSB.

[**Drafting note:**

The TA will list any specific requirements. The requirements should be consistent with the SoA and ADS and the GDB and should take account of any risk assessments carried out by the College or the Employer. Note that some of the issues below may be the College’s preference, but may not be able to be provided without additional funding, unless they are agreed to be an abnormal by the Employer:

* Management of the locking and suiting to all doors to individual rooms, stores, SEND areas etc.
* Heights of guarding to stairs and walkways, if they differ to the requirements of the GDB (funding to be agreed).

**Drafting note continued:**

* Any specific requirements for the transparency of guarding on the staircases and walkways e.g., solid or glazed or avoid glazing.
* Any circumstances where curtains or blinds on windows or doors are needed, which differ to those in the GDB.
* Specific requirements for signage and way finding e.g., braille or symbols.
* Any need for specific decorations and finishes for vulnerable students e.g., hygienic surfaces or contrasting colours? (Designated Units)
* Any need for particular colour schemes or textures, including any particular sensitivity to colour, pattern or texture on walls, floors and stairs etc. (Designated Units).
* Any specific requirements for ceilings for specialist provision or designated units e.g., if students have a particular sensitivity do not provide gridded ceilings.
* Any particular requirements based on college facilities management arrangements?
* Does the College have any particular locking requirements for exam stores?]

[insert requirement here] [PM\_40\_30\_18]

## 3.8 Services and environmental conditions

3.8.1 The services and environmental conditions shall be in accordance with the GDB and the requirements set out below.

[**Drafting note:**

The TA will list any specific requirements, taking account of any third-party use of the facilities, and the impact these will have:

* Details of any additional security systems required as a result of the Security Risk Assessment (funding stream to be described elsewhere) e.g., flammable gas detection.
* Details of any specific emergency lighting requirements as a result of the Emergency Lighting Risk Assessment undertaken by the college RB.
* Any preference for the method of providing drinking water (classroom sinks, drinking fountains).
* Any particular environmental requirements (ventilation, lighting for particular equipment or space types) for technical or vocational provision not already outlined in the section on [Internal space](#_3.4_Internal_space).

**Drafting note continued:**

Where there is specialist provision, including a Designated Unit or Specially Resourced Provision for SEND, list any specific requirements such as:

* Any requirements for period bells, staff-call, intercom and range of differing alarm systems, including PA/VA systems; alternative safety and fire alarm sounders; access control systems; CCTV system or repositioning of legacy CCTV.
* Any requirements for heating and cooling over and above those outlined in the GDB.
* Any special requirements for thermal comfort, indoor air quality including any vulnerability to the effects of dust.
* Any special requirements for staff to be able to control the environment over and above what is required in the GDB.
* Any particular requirements for audio systems in the main college spaces such as drama, dance, halls, music, performance spaces, visual or sound field systems that differ from the standard specification.
* Any requirements for hearing impaired students such as radio aids? Or specialist spaces such as an audiology room.
* Any requirements for lifts which differ from the GDB e.g., who and how many people can use them.
* Any particular requirements based on college facilities management arrangements?]

[insert requirement here] [PM\_40\_30\_18]

## 3.9 Phasing and construction

**General Requirements**

3.9.1. The Works shall be planned to ensure safety, to minimise environmental impact and to avoid disruption to the College in accordance with the GDB and the requirements set out below.

[**Drafting note:**

The TA will identify any specific requirements, taking account of any existing risk assessments and any third-party use of the facilities:

* Any planned major College events that could affect programming including date of occupation.

[**Drafting note:**

* Any other users of the College premises that have to be taken into account (e.g., Employers, third party).
* Any regular events that could affect the timing of Contractors deliveries, for example (include times): buses arriving and departing; materials deliveries; rubbish collection.
* Any aspect of the College Site that could affect the management of the building site, for example: are there any places where the Contractor will not be able to park lorries or workers’ cars (if on-site).
* Any specific decant issues, e.g., specialist requirements for boxes and crates over and above the standard provision.
* Any specific purchasing and delivery issues, e.g., if large amounts of new FF&E will be ordered by the College to allow for delivery placement and installation through a third-party supplier.]

[insert requirement here] [PM\_40\_30\_18]

**Temporary Accommodation**

3.9.2 No temporary accommodation required [or] Temporary accommodation is required to deliver the project, the proposal shall be discussed and agreed with the Employer, including any exceptions to the GDB and its Technical Annexes. [Ac\_10\_40]

[**Drafting note:**

Where temporary accommodation and, preferably, alternative college room locations are required to deliver the project, the TA will determine the Schedule of Accommodation (SoA) for the temporary spaces. All the spaces should be included as an additional SoA worksheet within CS1, and this section edited to delete or include the temporary accommodation and alternative location requirements as appropriate. If any works would be required for alternative college room locations these need to be noted e.g., temporary reception.]

## 3.10 Fittings, furniture and equipment (FF&E)

**General Requirements for Group Categories**

3.10.1 All FF&E listed in the SoA and ADS shall be:

* provided by the Contractor, where identified as Group 1
* re-used, re-installed and upgraded as necessary, or replaced with new items, where identified as Group 2, taking account of items listed in Annex CS3
* moved and placed as required where identified as Group 3, taking account of items listed in Annex CS4.

**General Layout Requirements**

3.10.2 All FF&E provided shall allow for a variety of general layout requirements in accordance with the requirements in CS1 SoA and ADS and set out below, agreed with the RB:

[**Drafting note:**

The TA will list any specific requirements, taking account of the College’s educational approach and any legacy F&E being transferred, for example, considerations should include:

* The preferred arrangement of the teaching wall e.g., position and number of ICT and whiteboard(s), display board near entrance etc.
* The extent to which legacy furniture can accommodate the desired layout and potential variety of space specific layouts of FF&E e.g., options for groups of students and for whole class gatherings.
* The approach to ICT in classrooms e.g., laptops etc ensuring this is consistent with College-specific Annex CS5: Legacy ICT Equipment Summary.
* The quantity and location of defibrillators (AEDs) through discussion with the Employer.]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80\_10]

**Space-specific Requirements**

3.10.3 All FF&E provided shall allow for a variety of space-specific layout requirements in accordance with the GDB and the requirements set out below, as agreed with the RB:

[**Drafting note:**

The TA will list any space specific F&E requirements, taking account of the College’s educational approach and any legacy F&E being transferred, for example:

* The extent of fitted furniture required, would the College prefer everything to be free standing for maximum flexibility?
* The F&E which is common to all/most vocational or technical courses.
* Specific F&E for each of the rooms identified in the SoA, with legacy and new identified on separate lists.
* A list of new F&E the College is intending to purchase for each space.

**Drafting note continued:**

* The extent to which legacy furniture can accommodate ICT and other serviced equipment and how this may be used in place of fitted benching.
* The suitability of legacy dining furniture (where appropriate) and the space implications on the dining space(s).
* Is there a corporate image or graphic for the College that needs to be reflected in the furniture, particularly in shared open spaces like dining?
* Details on any specialist equipment e.g., M&E, ICT etc.]

No additional requirements [or identify and detail specific requirements] [PM\_10\_80]

**Performance and Quality**

3.10.4 All FF&E provided shall allow for performance and quality requirements in accordance with the GDB and the College-specific requirements set out below, as agreed with the College:

[**Drafting note:**

The TA will list any issues relating to performance and quality, taking account of the College’s educational approach, for example:

* What age range should be used for fitted furniture heights in shared spaces to match the size or age or the students using them?
* The extent of wireless used in the College which will determine the need for cable management on desks and benching?
* Any need for contrasting colours for furniture for students with visual impairments?
* Does the furniture used to store examination papers meet the requirements of the Joint Council for Qualifications ‘Conditions for storing written question papers and any other confidential material’?
* The need for equipment which enables reduced embodied carbon and whole life carbon energy demands as well as being repairable and able to be reused or recycled at the end of their life.]

No additional requirements [or identify and detail specific requirements] [PM\_35\_10\_60]

## 3.11 ICT design requirements

[**Drafting Note:**

The TA will liaise with the ICT advisor as soon as possible upon commencement of a project. The ICT advisor will provide the content for the ICT design requirements set out below. The TA will support the ICT advisor if required in developing the solution for the site and is responsible for integrating the ICT advisor’s proposals into this document. The TA should also ensure the ICT advisor is sure of project timescales in relation to drafting and submission of information in this document.]

3.11.1 There is no Legacy equipment [or] The design shall allow for accommodation of ICT equipment as specified in College-specific Annex CS5: Legacy ICT Equipment Summary. [PM\_40\_20\_43]

3.11.2 Based on [insert number] students and [insert number] data points per pupil, [insert number] data ports will be required (excluding any additional points for Contractor supplied systems including, but not limited to CCTV, BMS, Access Control). [PM\_40\_20\_43]

3.11.3 A [insert description] cabinet server room will be required, which in turn will require a minimum of [insert number] square metres of space of a minimum depth of [insert number] and width of [insert number]. The location and design of the server room shall meet all GDB requirements. Where the size of the building requires additional hub room(s), each shall have a single 42u cabinet. Minimum size of the hub room(s) shall be 3.4m by 2.2m, 7.48m2. [SL\_90\_90\_77]

3.11.4 Where the final building design requires datapoints to be split between the server room and additional hub room(s), these rooms will be connected by redundant and diversely routed fibre-optic connections. [Pr\_65\_70\_15\_58]

3.11.5 [Delete requirement or] The Project specific clarifications are outlined in the table below. The table provides the DfE Output Specification Generic Design Brief ([insert OS version]) clause numbers and details of the clarification. Where a clause is not included, the Output Specification requirement takes precedence. [PM\_40\_20\_43]

|  |  |  |
| --- | --- | --- |
| GDB Clause Number | Reason for Clarification | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |

Table 19: ICT design clarifications

## 3.12 Sustainability requirements

3.12.1 The project shall accommodate the medium-long term strategic requirements of the college’s estate, as defined in College-specific Annex CS6: Sustainable Estate Strategy. The roadmap to meeting net zero carbon in operation is captured here also. [PM\_40\_20\_85]

[**Drafting note:**

Where there are specific requirements (e.g., planning) in addition to the requirements set out in the GDB, then they will be listed below. The TA should set out any Site-specific requirements relating to the design principles below that allow the scheme to:

* Put the long-term needs of the college users (all pupils and staff) at the centre of all decisions.
* Are future proofed against the risks of climate change as defined by UK adaptation policy i.e., higher temperatures and prolonged rainfall.
* Achieve Net Zero Carbon in operation, as defined by the standards within the Net Zero Carbon Buildings: A Framework Definition UK Green Building Council (UK GBC) recognising a development of targets over a timeline.
* Create a healthy and productive whole school setting, in response to UKs 25-year Environment Plan including biodiversity net-gain.

Refer to Sustainable Estate Guidance and GEMs guidance.]

3.12.2. In addition:

[either]

No additional requirements identified.

[or]

The following additional requirements have been identified;

[insert and extend as required] [PM\_40\_20\_85]

3.12.3 For College-specific Annex CS6: Sustainable Estate Strategy, the Contractor shall be required to confirm compliance at ITT/(RIBA Stage 2) and at production of the Design Development Deliverables Stage (RIBA Stage 3). At submission of Contractor’s Proposals (RIBA Stage 4), the Contractor shall update as necessary and resubmit CS6 to account for any changes or deviations from the issued document as part of their Contractor’s Proposals. At Handover (RIBA Stage 5) the Contractor shall update (as necessary) their “as constructed” version of Annex CS6 and resubmit as part of the Handover documentation (RIBA Stage 5) and to be part of the O&M documentation. [PM\_40\_20\_85]

[**Drafting note:**

Following the initial assessment of UGF and BNG for the existing site in the development of the Concept Control Option, the Project Brief requirement for BNG shall be articulated. The feasibility process/study shall determine the BNG baseline and target any issues to be considered following the Biodiversity Metric (the latest version) calculation for the Concept Control Option.

The TA shall use the Preliminary Ecological Appraisal (PEA) to complete the UGF calculator and Biodiversity Metric (the latest version) to demonstrate:

* A BNG baseline against which a biodiversity net gain to meet the higher of national planning policy (10%) or local planning authority requirements (if different) shall be achieved.
* A minimum UGF of 0.35. Where the site is a greenfield site or has an existing UGF higher than 0.35, the target greening factor may be higher.
* Biodiversity Metric and UGF calculator shall be used as part of an iterative process to establish targets for the site to achieve as part of the Project Brief. The site-specific target to be achieved within the Project Brief shall be stipulated here.
* This will allow the calculation of the necessary enhancements required for the Project Brief, the location for the delivery of BNG, promoting BNG to be delivered on site.]

3.12.4 The Urban Greening Factor (UGF) and Biodiversity Net Gain (BNG) requirements as proposed at end of RIBA Stage 3 shall meet the UGF and BNG targets set out below, utilising the Biodiversity Metric (latest version) in accordance with the EIR and following the DfE’s preferred approach of delivering BNG on site. If this is not achievable, the following hierarchy shall be utilised, with evidence provided demonstrating why the preferred approach is not achievable:

1. a mixture of on and off-site, on surplus land or land of a nearby school within same LPA (Local Planning Authority) or NCA (National Character Area)
2. off-site on surplus land or land of a nearby school
3. off-site within the project’s LPA or NCA
4. off-site outside of LPA or NCA
5. purchase Biodiversity Credits

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Surface Cover Type | Area (m2) | Factor | Value | Notes |
| [Description 1] |  |  |  |  |
| [Description 2] |  |  |  |  |
| [Extend as required] |  |  |  |  |
| **Total Value** |  |  |  |  |
| **Total Development Area (m2)** |  |  |  |  |
| **Urban Greening Factor** |  |  |  |  |

Table 20: Proposed urban greening factor results (input from Natural England calculator)

[Biodiversity metric results table to be inserted here]

Table 21: Biodiversity metric target results

3.12.5 The target Urban Greening Factor is [insert]. The target BNG is [insert] and shall be delivered [insert (e.g., on-site, off-site)]. [PM\_35\_40\_08]

[**Drafting note:**

This section should reflect the impact of the sustainability solution as a reflection of the survey outputs. For example, the suitability of technologies for the Site-specific application such as not deploying ground source heats pumps on some contaminated sites.]

3.12.6 The Site Information indicates that the following sustainability application or activity is not suitable for this Site and therefore shall not be deployed.

None identified. [or detail specific requirements]

**Other Requirements**

[**Drafting note:**

The following requirements are retained in the CSB, only until they are integrated into the Output Specification on gov.uk or are discontinued.]

## 3.13 Temporary accommodation

3.13.1 All temporary accommodation shall meet the following requirements:

1. The size of spaces shall meet at the least the minimum standards of the Schedule of Accommodation as specified unless agreed otherwise by the Employer.
2. the building(s) shall have the minimum life expectancy that covers the maximum likely time that accommodation will be needed on-site
3. there shall be compliance with all statutory requirements, including the Workplace (Health, Safety and Welfare) Regulations, the School Premises Regulations or Independent School Standards and other relevant standards
4. the temporary accommodation shall provide the best value solution. Full compliance with the GDB and associated Technical Annexes is not expected as standard; the extent and type of permissible derogations will depend on the type of accommodation required, the security requirements and the duration that the temporary accommodation will be in place (e.g., whether all seasons will be experienced, whether it is over the exam period). All non-compliances should be agreed by the Employer (and noted). But consider:
   1. exceptions to the GDB and Technical Annexes can include: Daylight Modelling, Energy, Building Performance Evaluation and seasonal commissioning, Passive Supervision, Handover, Maintenance and Phasing and Construction
   2. any change to manufacturer’s standard modular units e.g., volumes, window positions and sizes should be avoided unless it is cost effective to do so to mitigate an unacceptable derogation
   3. the range of spaces should provide the minimum required to enable continuity of education delivery and operational functions for the current number on roll
   4. the alternative proposed performance standard for the heating, ventilation and cooling should be provided, as a minimum.

# 4 College-specific annexes[[3]](#footnote-4)

[**Drafting note:**

The CSB main body and its annexes will initially be created at Feasibility Stage (RIBA Stage 1-2 (part)) by the TA, developed and refined during Procurement Stage (RIBA Stage 3) by the TA, when it will become integral to the Building Contract as Part C of the Employer’s Requirements.]

## 4.1 Annex CS1

### Schedule of accommodation and ADS

[**Drafting note:**

The TA will complete this Annex. The Schedule of Accommodation (and associated Area Data Sheets) should be attached to this CSB. Where temporary accommodation is required during construction, the additional SoA should also be included here, and clearly labelled as such.]

## 4.2 Annex CS2

### Refurbishment scope of works (RSoW) (if required)

[**Drafting note:**

The TA will complete this Annex. The scope of works, based on the latest version of the DfE RSoW tool, should be attached to this CSB where any intervention to an existing building is required in the Project Brief.]

## 4.3 Annex CS3

### Legacy group 2 furniture and equipment

[**Drafting note:**

The TA, in liaison with the RB, shall complete the survey and embed the results in this Annex. This should list the equipment currently in use and which the RB wish to take to the New/Remodelled Building. This should also include external legacy equipment.]

## 4.4 Annex CS4

### Legacy group 3 furniture and equipment

[**Drafting note:**

The TA, in liaison with the RB, shall complete the survey and embed the results in this Annex. The TA, with the RB should complete the Furniture Schedule (where relevant) to indicate the current location of actual legacy Group 3 items and their eventual location.

The TA shall ensure that the RB also include any loose Group 3 items that are unusually large or heavy so that Contractors are aware of potential fit and loading issues.]

## 4.5 Annex CS5

### Legacy ICT equipment summary

[**Drafting note:**

The TA will complete this Annex. The Legacy ICT Equipment Summary should be attached to this CSB.]

## 4.6 Annex CS6

### Sustainable estate strategy

[**Drafting note:**

The TA will complete this Annex. This Annex should include at least the following components in order to visually demonstrate the short-medium to long term plans for the college estate (DfE agreed templates to be provided at a later date). Areas of work that are picked up in the current Project Brief should be highlighted:

* **Timeline of Condition Led Projects** (up to at least 2050)

Using the Estate Data Summary template this should depict at high-level when the condition of the buildings will dictate that works need to take place to one or more of the buildings across the college estate.

* **Climate Resilient Road Map** (as per UK GBC definition)

This should depict how the Site Masterplan will take the College Estate towards Climate Resilient which includes Net Zero Carbon by 2050, adaptation to overheating risk, biodiversity net gain.

* **Constraints & Opportunities Plan**

This should summarise graphically how the existing External Facilities & College Grounds and the College Buildings may limit or support the future direction for the college estate. This should be an overlay of the ‘Control Option’.

* **Site Masterplan**

This should depict the preferred approach to the long-term development of the college estate to meet any Condition Led Project previously identified. It should also consider how the College Estate can allow for future expansion whilst maintaining compliance with the External Site Area requirements of the Schedule of Accommodation and Building Bulletin (BB) 103/104 guidance where applicable. It should also include any outline Phasing requirements along the way (where applicable).]

## 4.7 Annex CS7

### Adjacency diagram

[**Drafting note:**

The TA will complete adjacency diagrams appropriate to the college project.]



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| --- | --- | --- | --- |

1. Where the term GDB is mentioned, its reference includes the integral Technical Annexes. [↑](#footnote-ref-2)
2. Where the term GDB is mentioned, its reference includes the integral Technical Annexes. [↑](#footnote-ref-3)
3. If an Annex is not relevant to the CSB i.e., the title should not be deleted, but instead be recorded as ‘Not Used’. [↑](#footnote-ref-4)