Supplement **A**

to Circular 02/20

Guidance on College Property Strategies

Summary

This document will be updated and amended from time to time in the light of experience and feedback from colleges. Any comments, suggested additions or amendments should be sent to George Edwards at the Council's national property services team at Coventry (email: **George.Edwards@lsc.gov.uk** or telephone 024 7670 3295 before 17/9/02 and 024 7682 3295 afterwards).

Learning+Skills Council

Contents

Annexes:

Guidance on College Property Strategies

Section 1: Introduction

Background

1 The preparation of a property strategy is an essential part of a college's strategic planning process. The completed strategy should demonstrate that the college is able to provide accommodation appropriate to its strategic plan, which should have been shared with its local Learning and Skills Council (local LSC). When reviewing strategies the Learning and Skills Council (the Council) will consider how the college property strategy will meet the local LSCs' emerging strategic plan. Colleges should maximise the use of existing resources and achieve value for money in any capital proposals that might result from their strategies.

2 Each college, when preparing its property strategy, should assume:

- the Council's current financial planning assumptions; and
- the continuation of Council financial support for capital projects as confirmed by Circular 01/06, and as subsequently modified and amended by future circulars and notifications.

Purpose and Overview of Approach

3 A college's property strategy should be based on a fundamental review of a college's estate and provide a plan for its management, rationalisation and development. The strategy should provide a clear direction for a period of at least three years in advance. It should be reasonably robust in the face of change and result from a planning process that is rational and comprehensive, whilst being flexible enough to access other emerging opportunities such as regeneration projects.

4 Although the precise structure of a strategy can vary according to the particular circumstances of each college, each should be founded on educational and training needs. The requirement for classrooms and facilities can be derived from curriculum needs and compared with those currently available, to identify areas of over-supply or shortage. This procedure should help to ensure that the document as a whole begins at an appropriately wide level of analysis by identifying the need for floor space from first principles. That need can then be compared with existing provision to identify essential modifications and developments within the strategy.

5 Within that simple framework there are always considerable ramifications. Inherited buildings are often less than ideal but the fitness for purpose and quality in use must form a starting point for any strategy. The property strategy should not normally include full details and costings of specific capital projects. Broad indicative costs for project proposals will be adequate.

6 The key and central question in any accommodation strategy is the identification of appropriate and affordable options, given access to funds reasonably likely to be available, to implement the strategy and best deliver the curriculum.

The Strategic Development Stages (See Figure 1)

7 The foundation of all accommodation strategies is the educational provision provided, now and in the future, in the college's strategic plan. The college should begin by assessing the student numbers and total guided learning hours resulting from the implementation of its academic and strategic plan, breaking down these student numbers into sufficient detail to assess the nature and the scale of required specialist facilities (eg for laboratories, for building trades or for hairdressing).

8 The second stage involves a description and broad evaluation of the fitness for purpose of existing sites and buildings (see Paragraphs 26-29 for a more thorough description of that process).

9 The third stage of property assessment is to state the perceived constraints, both legal and physical, and opportunities for implementing the college's strategic plan in accommodation terms. This is normally best carried out by the college itself, perhaps with the help of an outside facilitator, rather than handing over the exercise at this stage to external consultants. Even if all those opportunities are not used the alternative use value and potential of the estate should be identified to assist decision-making. Stakeholders should be consulted and the results of these consultations demonstrated in the strategy.

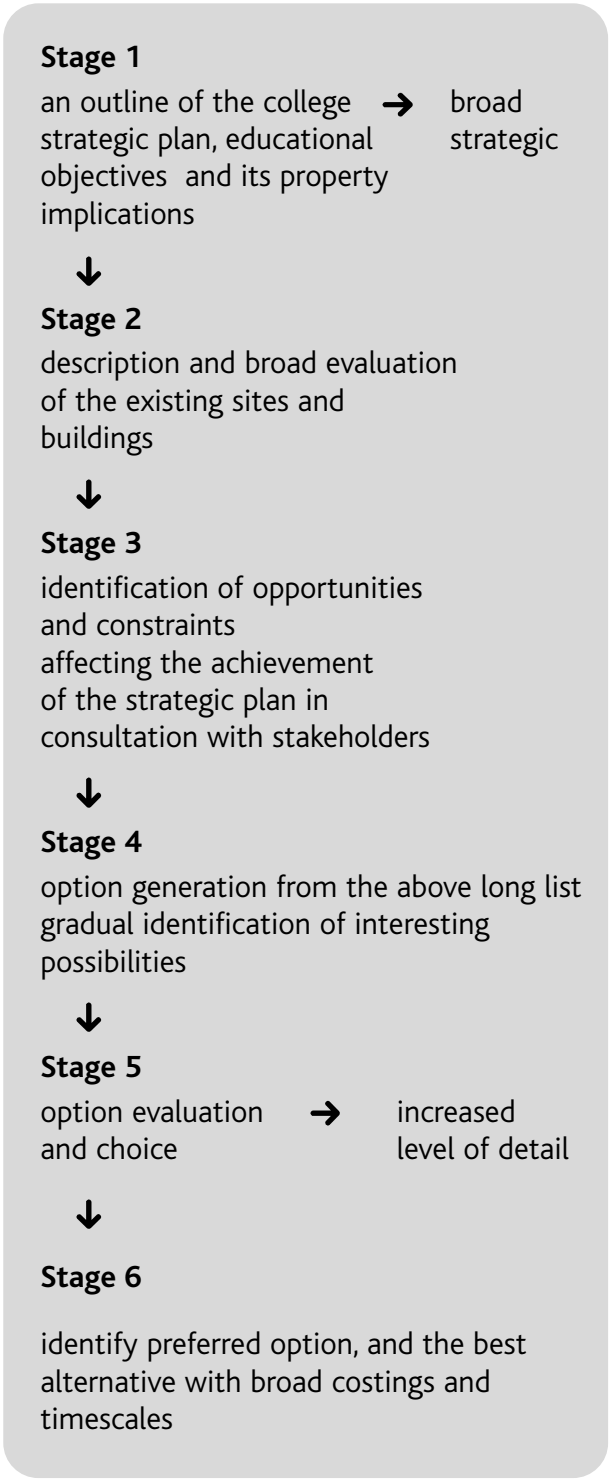
10 The fourth stage involves option generation from a long list of the possible policy aims of the college. For example, these could be:

- In view of the changes to curriculum delivery some buildings may no longer be appropriate for teaching and learning and should be replaced or modified.
- The existing buildings cannot be more efficiently utilised. Additional floor space is, therefore, needed.
- There is surplus accommodation, the amount of which needs to be quantified and arrangements made for disposal.
- The college wishes to establish educational provision in a new location. Where a building could be rented, or constructed and owned by the college, for this purpose.
- That financial considerations dictate that running costs be reduced.
- To address adverse findings in recent inspection reports.
- Any mixture or all of the above, where improvements in the quality and cost efficiency of the college's premises will help improve delivery, recruitment and retention and the college's financial position.

11 The fifth stage, after the development of broad, college-wide options that address (to varying degrees, timescales and costs) the opportunities and constraints identified and to resolve the mismatches shown to exist in the earlier parts of the document, is the evaluation of the merits of these options.

12 The sixth stage of this process decides upon a property strategy for the college, after due consideration of the effect of that preferred property strategy upon college finances and results in improved provision. New buildings have sometimes resulted in increases in student numbers, and new buildings usually have lower running costs (although they carry higher depreciation costs) than older buildings. Where money is not available, the refurbishment of existing buildings and the disposal of oversupplied buildings is sometimes a better option. A judicious mix of new build and refurbishment with asset disposals may emerge as the best option.

Figure 1: Development Stages in a Property Strategy



The Changing Environment

13 There is now emphasis on partnership and colleges should look outside their boundaries to see what other projects are nearby, and with which they might join forces. For example, Housing Associations now have the power to undertake some non-core business and in a few instances are providing some training facilities.

14 Outreach centres have assumed greater importance and a mapping and consultation exercise should, therefore, be carried out to identify where the students are; potential students; where do they want to learn; is there any local provision; and, if there is more than one local provider, should they collaborate.

15 On previous occasions a number of college strategies have lacked a broad strategic consideration of all relevant issues and potential solutions. This has been most common where either new build, or the immediate purchase of a building close to an existing college site, is perceived to be the only solution to a college's accommodation needs. There is a danger that a 'strategy' then becomes nothing more than a justification for a particular solution. These circumstances often arise when a college allows insufficient time and input to complete its property strategy before proceeding to specific project proposals. There is a concern that capital proposals are being submitted to the LSC prematurely, both for "in principle" and detailed works, resulting in substantial abortive costs in terms of a college's management time and consultancy fees should the project not proceed.

16 Sections 2 to 6 of this supplement expand upon and discuss some of the stages in the production of a property strategy as suggested in figure 1. A college that has recently completed a new property strategy is recommended to discuss with the Local LSC and the Council's Area Property Adviser, the acceptability of that strategy as a framework for progress on property issues between the college and the Council. It may be that the proposed property strategy might be refined or developed. It should also take into account the additional considerations of partnership, outreach centres, master planning and quality.

17 The Council wishes to emphasise that it

does not want colleges to feel constrained by the approach suggested here. Through the local LSC, the Council's Area Property Advisers will be pleased to discuss individual college circumstances and the extent to which this guidance could be used to provide an expanded or a more appropriately tailored strategy that properly addresses college needs.

Section 2: Property Implications of the College Strategic Plan

Links to the Strategic Plan

18 The completion of the property strategy is part of a College's strategic planning process. It would be helpful if the property strategy document began with a summary of the strategic plan and a statement of the college's educational objectives and financial position showing the possible implications for the college's property holdings.

19 It is not always obvious what the college's broad property intentions are from a reading of the strategic plan itself. This early section offers the opportunity for the college to provide clarification and state the perceived opportunities and constraints that affect their strategic plan, in particular the effects of planned curriculum changes, on accommodation requirements. Each college is asked to provide an appropriate narrative in the introductory section of the property strategy, rather than supply extracts from the strategic plan. This narrative should set out the college's key objectives. Some areas that might be discussed are:

- Planned changes in teaching and learning methods – whether the college wishes to develop more resource-based learning, and adequacy of facilities for such learning at present.
- Curriculum structures – the current range of course provision, the extent to which this is to change, the impact of information technology on curriculum structures (including, for example, new provision for vocational training for 14-16 year olds).
- Planned student numbers – whether the college's current accommodation is assessed to be adequate to accommodate possible growth in numbers, with particular reference to provisions for basic needs. Alternatively, whether some current accommodation is surplus to requirements.
- Types and mix of current accommodation – whether the amount or quality of any general teaching, specialised teaching, learning, non-teaching or balance areas should change.
- Off-site collaborative provision – the extent of and possible changes in off-site collaborative provision and outreach work and the current and potential effects on accommodation requirements.
- College location(s) and markets – whether the current college estate caters for the anticipated changes in existing markets or the opportunities presented by emerging markets.
- Whether the college is in a vulnerable financial position and should seek to avoid risk and reduce costs by rationalisation of the college estate, or whether the college has robust finances and is in a position to examine options for expansion.
- Implications of the *Disability Discrimination Act 1995 (DDA)* and the *Special Education Needs and Disability Act 2001 (SENDA);*
  - A costed list of all the improvements the college considers are needed for disabled staff and disabled members of the community for whom the college provides support services, or for any such potential disabled students.
  - Outcomes of the college's needs analysis and related plans for students with learning difficulties and/or disabilities and the implications for college buildings. This may be linked to any analysis of current provision arising from

disability statements that require a description of physical access within the college.

- The extent to which the property activity responds to the outcome of recent inspection findings and/or, if appropriate, forms part of a college's financial recovery plan.

The DDA and SENDA

20 It is not enough for colleges to prepare plans to cope with existing students. Plans should be anticipatory, and should fully address access issues in advance in order to ensure that disabled students are not excluded. Consultation on these proposed changes with groups representing disabled learners are recommended.

Section 3: Description and Evaluation of Existing Sites and Buildings

Factors Affecting the Development Potential of Sites

21 Colleges should first consider whether there are legal or any other constraints which affect their ability to develop existing sites. This is particularly important in the case of colleges wishing to develop existing sites through additional buildings.

22 For example, there may be legal or access constraints in the form of restrictive covenants and public rights of way. The college should have been monitoring the relevant local authority's development plans for the areas in which sites are located. This should show useful information on the types and densities of development that the local planning authority considers appropriate following central government planning policy guidelines. Colleges may need to make representations to the local planning process, which is reviewed every four years.

23 Location and site plans should form part of the property strategy showing the relative location of each college site and the position of buildings on each site. It may be helpful to identify which building is which, e.g. block A, to enable reference to be made to functional suitability and physical condition and the likely costs necessary to bring the premises up to an acceptable or target standard. These plans should show access and car parking, and relationship with the neighbours.

24 In the case of buildings rented by a college, the main terms and durations of the leases should also be documented in the strategy.

Functional Suitability and Physical Condition of Buildings

25 The first section of the strategy will have identified the key areas of concern to college management. This section should demonstrate a thorough assessment of those areas by describing the sites and buildings in terms of both functional suitability and condition or state of repair.

Classification of Functional Suitability

26 The assessment of functional suitability should first be undertaken by the college's in-house staff, probably the estate manager and team or, in the case of some smaller colleges, the member of the management team responsible for property matters.

27 Irrespective of the present state of repair, the inherent suitability for the function of each building and site could be assessed against the following rating scale in the context of the strategic plan:

a. **Very good** – a building or site very well suited to its purpose.

b. **Good** – considered to be suitable for its purpose despite minor weaknesses having regard to such matters as aptness, flexibility and convenience of use, security of tenure, convenience of access, disabled access, economy of running and maintenance and location;

c. **Satisfactory** – less than ideal but any disadvantages are judged to be either not serious enough to create real problems, or are capable of being remedied using recurrent resources;

d. **Unsatisfactory** – the disadvantages are such that use is possible only at excessive cost or with extreme difficulty or is limited in time.

28 The rating of a site as a whole may differ from that of an individual building on the site. A short explanation of such differences in ratings should be given.

29 Colleges may wish to use their own rating of sites and buildings that might, for example, consist of fewer descriptive indicators than shown above or numbered grades. In these circumstances definitions of the ratings used should be given.

Physical Condition and the Planned Maintenance Programme (PMP)

30 The condition of each building and the estimated cost of bringing it up to a serviceable condition should be assessed. These assessments should include a description and costing of proposed improvements, including access for disabled staff and students. External professional advice may be appropriate to assist a college in carrying out an assessment of the physical condition of its sites and buildings and the costs of improving them to a reasonable standard. Every college should now have a planned maintenance programme (PMP) that identifies maintenance costs over a 10-year period. If no suitable in-house expertise is available, external professional advice will be necessary to help derive a PMP or to update it. If the strategy indicates that a site will not be disposed of a 10-year PMP may be necessary.

31 Guidance on planned maintenance was published in chapter 5 of the former Further Education Funding Council's *Estate Management in Further Education Colleges: A Good Practice Guide (HMSO, 1996)*.

32 Planned maintenance costs should be classified and prioritised, and any Health and Safety Works that have become apparent since the preparation of the last Property Strategy should be separately identified. Costs of making the estate accessible should be identified.

33 Running costs other than maintenance, namely: energy; rates; rents, if applicable; and the cost of site supervisors, security staff, cleaners and so on should be included and the running and maintenance costs of individual buildings compared with those of all college buildings. A recent pilot survey of college premises costs indicates an average running cost of £53 per m^2. The results of the full survey will be published by the LSC later in 2002. Colleges are requested to use the standard form at Annex A and accompanying notes to record premises costs and to identify areas of potential saving or perhaps areas where works to improve energy efficiency are needed.

34 All colleges should have a maintenance policy, which can be included in the property strategy with the PMP. The maintenance policy should cover:

- anticipated future requirements for buildings such as possible refurbishments, any proposed change of use and the anticipated timing of demolitions or disposals where appropriate;
- statutory or other legal obligations affecting maintenance requirements;
- cyclical maintenance work;
- life cycle costing;
- value engineering;
- the standard of maintenance to be achieved generally and, where appropriate, on specific buildings; and
- environmental/green issues.

The Green Agenda

35 Each college is expected to consider sustainable development and, in consultation with its advisors, the use of permitted and appropriate materials in its refurbishment and construction programmes. For example, planning regulations now require that new

buildings should be constructed to have an appropriate thermal efficiency and u-value, and some plastics which give off dioxins when burned are now not recommended for use, etc.

36 The PMP should be reviewed annually to ensure that up-to-date costs are included. It may also be necessary to revise the PMP fundamentally in the light of the preferred college-wide option adopted in the property strategy. For example, a college might expect a lower growth in student numbers than that which was forecast before the current PMP was adopted. This might lead to an option that includes shedding one or more sites and buildings, which in turn causes a reduction in the planned maintenance provision for those sites and buildings.

37 The property strategy should be a working manual, illustrated and displayed. It can be used to support: finance applications; planning applications; and to gain support from prospective partners.

Section 4: Floor Space Utilisation

Purpose

38 This guidance suggests how each college may use its Individualised Learner Record (ILR) data more effectively to assess the utilisation of its floorspace. It supersedes earlier guidance on space (floorspace) management contained in the former FEFC Circulars 93/17 and 97/37.

39 This guidance is based upon the work done in the Working Group on Space Management that was set up with the terms of reference attached at Annex B. It is the Council's intention that this work will continue to develop.

Background to Floor Space Use

40 The former FEFC issued guidance to colleges on assessing floor space utilisation in the supplement to Circular 93/17, *Guidance on Estate Management*. In that guidance three methods of assessing floorspace utilisation were described:

- method A – calculating gross floor space available and comparing it to gross floorspace required using space full-time equivalents (SFTEs) and gross area per SFTE for the three categories of teaching activity in use at that time;
- method B – calculating the number of available workplaces and comparing it with the number of enrolled SFTEs using the space standards given in the former Department for Education and Employment (DfEE) design note 37;
- workplace utilisation studies – calculating the total number of hours during which all workplaces are used and comparing it with the number of available workplace hours.

41 There were 10 FEFC programme areas as opposed to the original three. During part of the former FEFC era, from 1994-95 onwards, information on guided learning hours (GLH) was collected through the Individualised Student Record (ISR), now known as the ILR. As SFTEs were no longer a useful guide to attendance because the hours of 'full-time' attendance vary so widely, a more resilient method of assessment was designed and introduced in the supplement to Circular 97/37.

42 That guidance introduced a revised method of assessing floor space utilisation based on levels of floor space efficiency already achieved in colleges and incorporating ILR data. That system replaced and superseded methods A and B described in Paragraph 41 above. The assessment of room capacity and utilisation recommended in the supplement to Circular 97/19, *Guidance on Property Strategies*, remained then and is now an essential component of this process and was used with the new ILR method introduced in Circular 97/37.

Discounting of Part of Floor Space Provided for Public Use

43 That revised method applied to nearly all further education colleges except the specialist-designated colleges. Buildings used for farming, horticultural and equestrian purposes would be disregarded when determining floor space utilisation at colleges of agriculture and horticulture. Colleges were also advised to disregard any residential accommodation in the calculations. The net gross internal area of the college was calculated by excluding these areas.

44 Since then some colleges have acquired areas funded by the lottery funders (The Sports Council, The Arts Council, The Heritage Fund, etc) which bodies have made it a condition of their funding that the buildings so acquired and funded have a public use. These arrangements have resulted in some colleges

acquiring larger facilities than that required for college purposes and many of these buildings are operated under a public-private partnership (PPP) scheme that distances the management of the asset from the college. In these circumstances and in others in which a Sports Hall, Art Gallery, Theatre or other such facility has a stated public use, the size of the facility has not been calculated purely in relation to college needs but is sized for community needs. It is therefore proposed that only a proportion of the floor space in such facilities will be included in the comparable gross internal area of the college. Where the college has sought partial funding from the FEFC or LSC for such developments, the appropriate area is that percentage of floor space funded by the FEFC or LSC.

45 Many colleges are now in the position where part of their floor space is in public use. In these cases, by analogy with the above paragraph, the college may reduce the area used for further education and training purposes by excluding areas leased to other businesses, and by making a pro rata reduction in the college floor space of facilities in common use. For example, a swimming pool in use by the community and being supported by a local authority grant and other income may have x% of its costs provided from other sources, so x% of the floor space of the facility may be disallowed. Further guidance on this issue is available from the relevant LSC property advisor.

Issues Addressed

46 This new guidance will help colleges to handle the changing circumstances created by:

a. the level of funding available to the sector that assumes efficiency gains, thereby encouraging colleges to use their premises more cost effectively;

b. colleges' aspirations to improve:

- student facilities resulting from changes in the style and pattern of teaching and learning techniques (more learning, less teaching) and the increasing use of information technology;
- the match between the timetabled need for specific types of workplace and the available workplaces of that type; and
- the quality and fitness for purpose of the teaching environment (usually to provide better facilities in a reduced, more effective area).

c. colleges' wider agenda under the Learning and Skills Council to increase participation; widen access; operate more consultatively and with greater co-operation within a local LSC-developed plan; and to introduce 14-16 year olds to the college vocational curriculum.

47 Key questions answered in the former FEFC Circular 97/37 and repeated for completeness in this guidance are:

a. What is the definition of workplace utilisation? (paragraph 52) What is the definition of the minimum number of workplaces (MNW)? (paragraph 54) How can workplace utilisation be calculated? (paragraphs 53, 54 and 56);

b. Given the number of workplaces in the college, how efficiently are they being used? How does this compare with other colleges? (paragraphs 56, 57);

c. What floor space is the college using to deliver a standard number of GLH? (paragraph 59) How does this compare with that of other colleges? (paragraph 59) What is the cost of floor space over-provision? (paragraph 57) How might the need for floor space fall further as GLH per student reduce? (paragraph 61);

d. What are the floor space requirements and area per workplace for different kinds of teaching? How do these areas compare with the theoretical area allowances for workplaces developed by the former DfEE in design note 37? (paragraphs 64 and 66);

e. What is the level of workspace utilisation in different parts of the college? (paragraph 67);

f. Does the number of teaching rooms exceed the number of teaching groups? Is the mismatch within acceptable limits? (paragraph 69);

g. How well do the class sizes match the number of classroom workplaces? (paragraph 70);

h. What proportion of the college's floorspace is used for learning resource centres (LRCs)? How does the percentage compare with the recommendations in DfEE design notes 33, 37 and 50? (paragraph 71);

i. What is the distribution of floor space use in the college between teaching, learning, and support floor spaces? How does this distribution compare with the recommendations in DfEE design notes 33, 37, and 50? (paragraph 72);

j. How much is obsolete or over-provided floor space costing the college? (paragraphs 73 to 75).

48 This guidance extends the guidance in the former FEFC Circular 97/37 by:

a. clarifying the area of floor space to be used in these calculations (paragraph 45 and 46 above) by excluding space justified and paid for by public use or leased to commercial enterprises;

b. amending the calculations of the allowable floor space of colleges to reflect the findings of the Working Group on Space Utilisation; and

c. explaining the changes in these systems by reference to the research conducted by that Working Group and to developing needs.

49 This guidance can be used to assist managers in assessing how the college estate can be more efficiently managed to contribute to the improvement of facilities and finances. This should, in turn, assist those colleges experiencing financial difficulties where recovery or risk management plans are required.

Scope of Floor Space Guidance

50 The governors and management of each college are expected to keep their college's estate under constant review with the aim of improving its effectiveness, its efficiency and its economy. This guidance has been produced to help achieve these aims. Each further education college is free to retain the amount and quality of student and staff facilities it can afford to maintain in the long term.

51 This guidance is not mandatory; but it is intended to provide college managers with a 'tool kit', which allows them to compare:

- the utilisation of workplaces in the college with the target level of such utilisation (paragraphs 52 to 56);
- the area used by the college with the guidance area for the college (paragraphs 62-63);
- the average floor area used to provide workplaces for various kinds of teaching activity in the college with the comparable area given in DfEE guidance (paragraphs 64 to 66);
- the allocation of floor space to various kinds of college activity with the allocation of floorspace suggested in DfEE design notes 37 and 50 for that kind of activity (paragraphs 71 and 72); and
- the cost of over-provision of floor space and the benefits of reduced but more effectively employed floor space (paragraphs 73 to 75).

Methods

Definitions

52 The workplace utilisation of a college can be defined as the total annual daytime hours a college's workplaces is in use expressed as a percentage of the hours for which those workplaces are available. The calculation of this measure is as follows:

$$\text{Percent Workplace Utilisation} = \frac{\text{total annual daytime on-site GLH} \times 100}{\text{workplaces} \times \text{hours available in year}}$$

53 The college's ILR can be used to determine an estimate of daytime, on site GLH. If the standard teaching calendar were taken to consist of a 40-hour week and a 36-week year, then there would be 1,440 hours available for learning each year. The formula above can also, therefore, be expressed as:

$$\frac{\text{total annual daytime on site GLH}}{1{,}440} \times \frac{100}{\text{workplaces}}$$

Note that some parts of the ILR return (for example the aggregate return and the ILRFRANIN form) do not request the GLH of an individual student. A methodology for estimating the on site daytime GLH of these students was developed by the former FEFC, and that method is repeated in Annex E.

54 The expression on the left of the above formula is the calculation of the minimum number of workplaces (MNW), defined as the number of workplaces a college would need if workplace scheduling were 100 per cent efficient. The maximum number of hours a workplace can provide is 1,440 a year. The total annual on-site daytime GLH gives the demand for workplace-hours during a year: hence this number divided by 1,440 gives the MNW. The formula for workplace utilisation then becomes:

$$\text{Percent Workplace Utilisation} = \frac{\text{MNW} \times 100}{\text{No of workplaces}}$$

Use of the ILR

55 The ILR can, through the use of recorded GLH, be used to give an estimate of the overall level of workplace efficiency of a college, through the actual number of workplaces. It is appreciated that many colleges provide education in the evenings and at weekends, but such provision is usually less intensive than daytime use, which is used to determine the need for accommodation.

56 Two complementary methods can be used to assess floor space utilisation in a college. These are scheduled workplace utilisation in the college, and the average area per MNW. These can be calculated as follows:

a. The Scheduled Workplace Utilisation in the College

Number of workplaces: Each college can count the number of workplaces provided in teaching rooms by visual inspection. In most classrooms, laboratories and art studios the number of workplaces is equal to the number of seats provided for students. The number of workplaces becomes more difficult to assess in teaching locations where seating can be absent (e.g. workshops, drama areas) but in every case, from the areas set aside for each student, an assessment can be made. Where GLH are provided to small groups learning under assistance in LRCs, a count of the number of private study cubicles in an LRC can be made.

The scheduled workplace utilisation of a college can be found as indicated in paragraphs 53 to 55 above.

The calculation can also be used to assess the number of workplaces that would be required, assuming different levels of workplace utilisation. The MNW can either be divided by the target level of required workplace utilisation expressed as a decimal (for example, 0.40 not 40 if the target were 40 per cent), or multiplied by the reciprocal of the target utilisation required. The formula is:

$$\text{Workplaces required} = \text{MNW} / \text{target utilisation}$$

Floor Space is not Free

57 The provision of floor space can be expensive. The annual running cost of college premises (i.e. energy, on-site security and maintenance) was reported in the former FEFC Circular 97/37 as ranging from £19.24 to £64.85 per m^2 with an average, for general further education colleges, of about £50 per m^2. Much of the apparent difference is due to differences in the recording of floor space costs. Recent data suggests that the real costs of floorspace is about £53 per m^2. Some colleges are still using much more floor space, and hence incurring higher costs, to deliver the same number of GLH as their counterparts.

58 Since the incorporation of the sector in 1993, the area of the sector has reduced from about 9.2 million m^2 to about 7.7 million m^2.

Floor Space Use and Guided Learning Hours (GLH)

59 Some colleges appear to have high workplace utilisation because they deliver more average daytime GLH for each full-time student and have fewer workplaces due to spreading out workplaces in the classrooms of the college. This can lead to the false conclusion that the college is efficient in its use of space. An appropriate number of workplaces should be provided in each classroom type. A few colleges also have less than 40% of total floor space used for teaching, hence higher overheads in floor space costs. Because of these and other such circumstances, workplace utilisation alone cannot act as a guide to the effective use of college floor space because absolute efficiency – i.e. guided learning hours delivered per square metre of the college, and income generated per square metre of the college – is often a better guide than workplace efficiency. The Council expects each General Further Education College to plan to operate to deliver at least 100 guided learning hours per square metre, while each Sixth Form College should plan to deliver at least 110 guided learning hours per square metre, with the most effective floor space users delivering up to 30% better than these thresholds.

Trend Reductions in GLH for Full-Time Students

60 During the last ten years, most colleges have cut the average on-site daytime GLH for full-time students. Despite the overall growth in student numbers, the need for floor space is still falling more rapidly than it can be eliminated. This presents an opportunity for rationalisation and floor space reduction. Informal consultation with the sector suggests that the process of making reductions in GLH is not yet at an end, although the developments of Curriculum 2000 have produced an upward blip in the continuing overall downward trend.

61 Each college may wish to consider not only the area and workplaces required by the current level of daytime on-site GLH but also the area and workplaces required in the college due to future developments in GLH. This can be calculated by the formula:

(average future GLH per FT student – average current GLH per FT student) x number of FT students

The planned reduction in GLH allows college managers to estimate future floor space requirements. A worked example is given in Annex F.

Comparative Data

62 It is now proposed that colleges should calculate the guidance floor space using the formulas developed from research by the Working Group on Space Utilisation. That Working Group found that significant differences existed between Sixth Form Colleges without vocational provision and all other college groups. These formulas are:

For Sixth Form Colleges:

Guidance area = 1,500 m^2 plus 10 m^2 per MNW

Acceptable upper limit = 1,500 m^2 plus 13 m^2 per MNW

For all other colleges:

Guidance area = 1,500 m^2 plus 11.5 m^2 per MNW

Acceptable upper limit = 1,500 m^2 plus 14.5 m^2 per MNW

These guidance areas are more generous than the previous guidance area calculations of 11 m^2 per MNW and reflect the floor space required in colleges more accurately, as well as making more appropriate allowances for future growth. College capital projects are assessed in terms of their delivery of the acceptable upper limit at the end of a period three years after project completion, or five years from the base year, whichever comes earlier.

63 Where colleges propose to include 14-16 vocational education in their future plans, an additional allowance of 150 m^2 for the overhead social space required by these students should be added to the fixed area of overheads. The extra space should specifically be provided as refectory or other social space for that group.

Assessment of Floor Space Needs

64 The ILR can give the total GLH within a college for FE students. By analysing the college timetables (which should be completely consistent with the ILR) the total daytime on-site GLH can be classified by the type of teaching accommodation used, and the subtotals of MNW calculated for each type of teaching floor space (see table 1 in Annex G).

65 The total area used in the college for each category of teaching floor space can be calculated. Using these figures the average areas per workplace for each category of teaching floor space can be calculated, as shown in table 2 Annex G.

66 These average areas for each kind of workplace can be directly compared with those given for a workplace in general or specialist teaching of that type, as listed in Annex D of the supplement to Circular 97/19. These calculations will enable the average area per workplace in the college to be compared with sector norms and best practice as expressed in the appropriate theoretical standards for that type of teaching floor space. This exercise can demonstrate whether crowding (the use of smaller workplaces than the norm) or spreading (the use of larger workplaces than the norm) is taking place and, if so, to what extent and in what kind of teaching.

Assessment of Workplace Utilisation by Type

67 The number of workplaces in each type of teaching floor space can be multiplied by 1,440 and compared with the timetabled hours in that area during the year. This calculation provides the workplace utilisation of the observed workplaces by teaching type (see table 3 in Annex G).

68 The Council's *Guidance on Accommodation Strategies* recommends that the survey of actual workplace utilisation be carried out annually. This exercise will inevitably show lower levels of attendance than those timetabled and scheduled. Discrepancies of more than 10 per cent should be investigated.

Floor Space Fit and Mismatch Studies

69 One quick check is to count the number of teaching groups and compare that with the total number of teaching rooms or areas. If the number of teaching floor spaces exceeds that of the groups by a significant margin, the

college may have an overcapacity problem as, even if every teaching group was in the college at the same time on the same day, some teaching floor spaces would still be unused. Given that the average teaching group may only attend for about half of the daytime, in practice the total number of teaching rooms or areas should be about 60 to 70 per cent of the number of taught groups if efficient scheduling is to be possible.

70 Using data obtained during floorspace utilisation surveys, it is possible to compare the sizes of teaching groups with the capacity of the rooms they occupy. The appropriate procedure is laid out in the former DfEE design note 50, paragraphs 70 to 73. Rooms can be ranked by their teaching use (for example, lecture room, laboratory, and so on) and in descending order of size. The class sizes and hours required could be similarly ranked. On the assumption that each room is available for 40 hours a week, the histogram of room availability can be compared with that of classes to be accommodated. Such studies can demonstrate the differences between the need for a particular type of floor space and its supply.

Learning Resource Centres and Non-Teaching Floor Space

71 Education in the sector has evolved over the last few decades and there is now more emphasis on learning and less on traditional teaching. According to the former DfEE design notes 33 and 50, learning resource centres (LRCs) could account for between 10 and 20 per cent of the total college area. There are, however, still a number of colleges operating at a much lower level. Each college should now plan for an LRC of at least 10% of total floor space. Recent DfEE research suggests a maximum of 17% of total floor space for an LRC area.

72 Following the recommendations of the former DfEE design notes 33 and 50, and the experience of the last eight years, it is suggested that the area allocated to support floor space should amount to around 40 per cent of the total area of the college. This could comprise 15 per cent administration, catering and communal areas etc. and 25 per cent for balance (corridors, foyers, WCs, central storage etc.). The area of LRCs should comprise at least 10 per cent of total college area (and could be much more if there was a proven need) and could be flexibly used for teaching and learning. Many colleges now have such dual-use facilities. Table 3 below gives a rough assessment of how these areas might break down, and what many colleges may have at the moment, but further work is needed to obtain reliable information for the whole sector.

Table 1. Types of accommodation and associated areas

Accommodation type	Theoretical %		Actual %
	Design Note 33	Design Note 50	
Teaching	50	50-43	40-50
Learning	10	10-17*	3-10
Other	40	40	57-40

**If all rooms equipped with computer facilities are considered as LRC areas when they are not in teaching use, the 'blurring' between teaching and learning as suggested in design note 50 may occur, and the areas of LRCs increased due to the computerisation of classrooms.*

Economics of Rationalisation and Estate Improvement

73 The running costs (energy, on-site security and maintenance) of older buildings have recently been reported by colleges to be currently around £53 per m^2 a year (see paragraph 57). Any reduction in the area of the estate will result in lower running costs, all things being equal.

74 New buildings can usually be operated at running costs of £25 to £35 per m^2. It is possible to calculate the advantages of

operating in a smaller area and, in newer buildings, also how rationalisation may reduce total running costs.

75 Following the process of convergence, each college now receives the same income for each student on the same course. Each college has a choice in how it allocates total funds between the running costs of property and its other costs (of which by far the largest is salaries). It therefore follows that if the college's estate is larger and more expensive to run than necessary, there will be fewer funds for teaching. Estate rationalisation may be an alternative to redundant staff.

Fitness for Purpose and Quality

76 This guidance refers mainly to the amount of floor space a college uses and requires. A key component of floor space is the quality and fitness for purpose of that floor space, which is assessed by college management in the college's property strategy and by inspectors during inspection. Quality and fitness for purpose cannot be easily quantified but there are, nonetheless, important issues in considering the amount of floor space a college may require. The buildings should reflect the quality of what happens within.

Operating Opportunities and Constraints

77 The recent rise in property values has produced a potential or actual bonus for college development in many parts of England. Most colleges still have assets that fall some way short of ideal learning floorspaces. For example, some colleges have listed buildings while others may have one overlarge building. Others may have a dispersed estate serving a large rural area. In general, rationalising the over-provision of floor space can save money and finance improved facilities for students. Whatever the present inheritance, each college has to look for imaginative and optimal solutions. The costs of acquiring and running outreach centres should be included in the property strategy.

78 Inevitably, the availability of finance acts as an operating constraint on the scale and nature of the estate that a college can comfortably maintain. Financial considerations may therefore set an affordability limit on the rate and extent of any changes. It may be worth having the availability of many grants constantly monitored to make sure opportunities are investigated.

Conclusions on Floor Space Use

79 The majority of colleges still appear to be able to improve the cost-efficiency of their estates and reduce the scale of their floor space, thereby generating the funds to improve part of their remaining assets.

80 As this guidance indicates, the theoretical area of a college can be calculated from:

- timetabled hours in each type of teaching accommodation (based on timetables linked to on-site daytime GLH);
- utilisation levels expected in each type of teaching accommodation;
- area per workplace in each type of teaching accommodation;
- areas required for scheduled learning and non-teaching/learning activities; and
- due allowances for 14-16 year old provision in the college.

A form for this assessment is shown at table 4 in Annex G.

81 Each college can only plan within the constraints and opportunities of its own particular circumstances, which may include inflexible and inefficient buildings in the wrong

location. However, all possibilities for reducing costs through rationalisation and more efficient floor space utilisation should be considered afresh, in the light of the new circumstances and the new agenda facing the college, thus freeing funds for remodelling and thereby enabling the provision of more effective facilities.

Room Utilisation Surveys

82 A worked example and a proforma for carrying out room utilisation surveys is contained in Annexes I and J.

83 Room utilisation surveys consist of counting the occupants of teaching and learning spaces or rooms in order to ascertain how well the space is being used. Disparities between the scheduled and actual use of rooms during a typical week of the college year can be significant.

84 Such findings enable college managers to question existing practice and often to prove that better room utilisation is both necessary and achievable in advance of any remodelling or new build capital works.

85 Room utilisation surveys are essential to most property strategies. They are also a prerequisite for Council financial support for most college capital developments, especially those involving additional floor space.

86 Colleges should satisfy themselves as to whether buildings could be used more efficiently by carrying out such surveys at least once a year. Before outlining a capital project proposal for teaching and/or learning accommodation within its chosen option, a college should normally undertake the following sequence of events:

a. analyse the results of room utilisation surveys and assess whether improved timetabling or scheduling could improve the match of room sizes to group sizes;

b. consider whether buildings need to be remodelled to provide room sizes better matched to group sizes;

c. consider whether new buildings or extensions to existing buildings are needed.

87 Room utilisation surveys of all college buildings may not always be immediately necessary. For example, a college might clearly have a substantial surplus of buildings. It could put forward an option that sets out to achieve a reasonable reduction in the size of its estate over a reasonable period before room utilisation surveys of all sites become necessary.

88 Colleges may wish to discuss, at an early stage, the precise parameters of such surveys with the Council's property adviser. This should result in agreement about the timing of the surveys, which sites and buildings should be included and whether periods outside the 40-hour week of 9.00 to 17.00, Monday to Friday, might be covered.

89 The Council recognises the diversity of college buildings and that some may be difficult or costly to remodel. However, it is reasonable to expect all colleges to achieve a high room frequency factor for all teaching and learning spaces. In other words, such spaces should only be unused for a very small percentage of the total available daytime hours. Measures to improve the seat occupancy factor can then be investigated.

90 High frequency and occupancy factors can usually only be achieved if timetabling is centralised at each site. Computerisation and the use of specialist software can also result in improvements.

91 Colleges are encouraged to enter into dialogue with the Council's property advisers who will be pleased to share their knowledge of space utilisation. For example, a college may wish to discuss the implications of its own room utilisation surveys and possible planned changes in guided learning hours before producing college-wide options in the property strategy.

Section 5: Statement of Opportunities and Constraints Affecting the Strategic Plan

Background

92 Upon completion of stages 1 and 2 of the strategy, the college should be able to demonstrate that the perceived opportunities and constraints identified in the strategic plan are justifiable and quantifiable. Stage 2 may have suggested matters not previously considered. These could include, for example, a building found to be in very poor structural condition following a recent structural survey, or some surplus capacity found by a room utilisation survey carried out since the last strategic plan was produced.

93 The previous sections of the strategy will have tested the assumptions implied or stated in the strategic plan by a comprehensive analysis of existing sites and buildings. This should result in a list of opportunities and constraints, most of which will be quantified, which will provide a basis for generating options designed to address these issues.

Review of Sports Facilities

94 Following a report to the Department for Culture, Media and Sport prepared by the National Advisory Group covering the role contributions and potential of the FE and HE sectors in sport, the LSC has been requested to help undertake a review of sporting provision at further education colleges. As part of their property strategy, colleges are requested to complete the questionnaire at Annex H regarding the provision of sports hall, gymnasium etc and outdoor playing fields.

Surplus Land or Buildings and Valuation

95 These may indicate a problem of excess running costs. Valuations could show the opportunity for realisation of potential sale proceeds, reduced running costs following sale and, possibly, the opportunity to finance improved facilities elsewhere, partly or wholly financed by sale proceeds and running costs savings.

96 Valuations of college premises help to derive the 'opportunity cost' of resources that, in turn, help generate options discussed more fully in section 5 of this supplement. The appendix to section 6 of *Guidance on Estate Management* discusses opportunity costs more fully.

97 When a college is considering an option in its strategy that includes reducing the number of its sites or buildings it is important to obtain professional valuations. Valuations ensure that land and buildings surplus to requirements are marketed at the right asking price, for appropriate new uses, and can also help a college to anticipate the likely receipts and their timing. This in turn helps in planning the phasing of options in a property strategy discussed more fully in section 5 of this supplement.

98 For the purpose of a property strategy in which rationalisation (reduced sites or buildings) is being considered, the college will wish to know the value of any potential sale receipt. A college would usually only commission a valuation of a site or building which has sale potential. This might be, for example, a parcel of undeveloped land surplus to requirements or a site with one or more buildings on it, which could be sold for uses other than educational use and for which there may be market demand.

99 A college could commission valuations of a number of sites or buildings. For example, a multi-site college may have carried out room utilisation surveys that show low utilisation at more than one site. The college may wish to dispose of one or more sites. Variations in the likely sale proceeds from each site shown by valuation may help the college decide which site(s) to sell.

100 The Council recommends that colleges should engage professional valuation surveyors to produce valuations according to the *Appraisal and Valuation Manual* of the Royal Institution of Chartered Surveyors (RICS). Valuation surveyors should be experienced members of RICS or the Incorporated Society of Valuers and Auctioneers (ISVA).

101 The valuer will discuss and agree the purpose of valuation with a college before carrying out the valuation. For the purpose of a property strategy the two bases of valuation likely to be most applicable are 'Open Market Value' and 'Estimated Realisation Price' (ERP).

102 In an open market valuation the valuer assumes that the marketing period, necessary to achieve a sale of the property, has taken place before the valuation and, in the case of ERP, from the date of valuation.

103 When producing an ERP the valuer is required to consider how long, starting with the valuation date, would be reasonably necessary to market the property properly to achieve the best price. The valuer then has to specify an assumption of the date of completion of the sale that accommodates the marketing period considered necessary. It follows that such a valuation could help a college plan the likely amount and timing of sale proceeds and to allow sufficient time to market the property in question.

104 'Open Market Rental Value' can be considered. Colleges that need additional accommodation will also require appropriate professional advice on market rents for buildings in the relevant locality.

105 Professional valuation advice might indicate that the whole or part of a building in college ownership might be suitable for commercial letting to third parties.

Design Quality in Further Education Buildings

106 Further education colleges in the LSC sector generate a substantial number of capital projects each year, amounting to a capital programme of about £400m annually. The Council wishes colleges to deliver buildings of good quality, of lasting benefit and good value for money. As the Council assesses the effectiveness of capital policies and value for money, so it will also encourage colleges to bring forward projects of good design quality.

107 Colleges should consider all aspects of design quality at the outset of a project as part of a sound and clearly expressed brief. They should remain key criteria as the project progresses. Improving design quality can impact significantly on value for money and the benefit the college will gain from its investment.

108 The LSC expects colleges to value good design, and to consider an appropriate range of criteria when projects are formulated. For example these criteria might include:

- That the building meets a range of clearly documented functional objectives relating to the effective delivery of education and training.
- That the building is effective in its planned use of space and will be flexible and adaptable throughout its projected life.
- That the project represents good value for money in capital cost terms, and that the building is worth at least what it costs.
- That the facility is designed such that it has a lower cost in use over its whole lifetime, as demonstrated through an NPV/DCF costing.
- That sustainability and environmental matters have been considered within the project.
- That the project should be able to be brought forward with reasonable speed, economy of construction and at appropriate risk.

- That the building(s) should make an appropriate and positive architectural contribution to the college, the locality and the community within which they operate.
- Ideally, buildings should also inspire people to participate in further education and should be appealing to all of their users.

Sites and Buildings in Poor Condition or Unsuitable

109 There may be potential to sell the site or building to a developer subject to replacement teaching and learning facilities being provided elsewhere. Suitable developers may be prepared to purchase an existing site subject to planning permission for non-educational use at their own risk under an option agreement or conditional contract to purchase. This may reduce fees that may be incurred when colleges seek their own planning consents. The same developer might also construct the college's replacement facility elsewhere at a fixed cost with the cost deducted from the college's sale proceeds. These different possibilities should be evaluated to ensure that the best process is selected.

Poor-Quality Refectory, Catering or Other Facilities

110 The opportunity to install new facilities part financed by private sector contributions in exchange for a share of future income could be considered.

111 The possibility of contracting out other estate-related services could be considered at the same time.

112 Colleges should prepare a business plan if they are considering non-core business such as nurseries. This can be compared to a private sector offer.

Additional Floorspace Needed for Expansion

113 A college that has fully demonstrated a need for additional accommodation could investigate collaborative ventures with a nearby college or other provider. Alternatively there may be vacant buildings or parts of buildings available nearby for rent or purchase. New build is not necessarily the only option.

Funding and Financing

114 Changes in the Council's rate of funding might oblige a college to adopt an approach that is more cautious than in its previous strategy. This might result in a more efficient use of existing accommodation and reduced capital financing and funding requirements. Also, there are many other grant opportunities that should be considered.

Section 6: Option Generation, Appraisal and Evaluation

Introduction

115 This stage of a strategy can be the most challenging. It should provide college-wide options synthesised from the range of opportunities and constraints identified earlier. Given that options should demonstrate how the strategic plan for the college could be implemented, the chosen option should be reasonably consistent with the strategic plan and the college's financial forecast.

116 The nature of the college's current estate will help to determine the overall approach to generating options. For example, a college-wide approach to a large multi-site college would differ from the approach adopted by a relatively small single site college.

117 A college may find it beneficial to enter into discussion with the Council's property adviser before selecting options. The property adviser will be pleased to share the experience of other college's approaches to option generation. This should help the college to derive appropriate options and engage appropriate professional advice where necessary.

Range of Options

118 A minimum of three real options, including a base case, is appropriate. A base case is sometimes misleadingly referred to as a *status quo* or 'do nothing' option. The base case is a "minimum essential activity" option in which the college explores the implications of continuing with little or no change other than minimal changes already planned. A base case could therefore include the continuation of expenditure already earmarked for maintenance and repair of existing buildings and, perhaps, the demolition of some existing buildings.

119 Options should differ from one another in kind and not merely in terms of financing. A strategy having several options all of which contain the same schemes, albeit with differing proposed sources of finance for those schemes, would not be appropriate.

120 Options must be workable and affordable and, if the preferred option fails, the alternative may be used. Options need to be measured against an output specification.

121 For some colleges the base case option can prove to be the optimum option. But this can only be determined following a thorough evaluation of the realistic options. In some previous college strategies the realism of certain options has been open to question. For example, a college may feel that the apparent absence of suitable buildings for rent justifies an option containing substantial capital development on college land. In these circumstances the college should properly investigate the potential availability and cost of rented premises using local professional property advice.

122 Options that may be regarded as radical should be considered and evaluated provided they are feasible. For example, a single-site college may wish to examine the feasibility of the concept that all of its buildings should be rebuilt or an alternative site found. Alternatively a multi-site college may wish to consider rebuilding one or more of its sites. In such case a 'lifecycle costing' approach is often necessary.

123 It is essential for the college first to think through the implications of the base case, and then the implications of the other options before completing financial appraisals of each option. This can take the form of scenario writing during which college managers meet, discuss and write down the likely outcomes of each option, not only in terms of income and expenditure, but also in more practical terms. For example, the timing of possible transfers of students and courses between buildings subject to refurbishment or sale should be considered. This process should not only

ensure that options are realistic but also that inputting data into a financial model becomes more straightforward.

Approaches to Option Appraisal

124 The Council has developed an appraisal model on disk, which will be available on the Council's internet site. The model assists in the calculation of a net present value for each option.

125 Colleges should refer to *Economic Appraisal in Central Government: A Technical Guide for Government Departments* (HMSO, 1991) for further guidance on economic appraisal, which is available at **http:/www.hm-treasury.gov.uk/mediastore/otherfiles/96.pdf**

126 The model does have limitations. It does not identify explicitly the effect on the college's income and expenditure account. Much depends on individual college circumstances and colleges are recommended to discuss these matters initially with the relevant Council property adviser and their own professional advisers, and, where non-standard approaches to investment appraisal are being proposed, with the Council's Area Finance Director responsible for capital appraisal.

Examples of Option Generation

127 The following common themes arise from the examples of multi-site colleges in particular:

a. the options are affordable, given reasonable assumptions made about Council recurrent and capital funding and funding from other sources;

b. the preferred option demonstrates consistency with each college's financial forecast;

c. appropriate financial appraisal of options took place, supplemented by more qualitative evaluation;

d. for each college the chosen option envisages substantial future running cost savings to be used to finance the improvement, to a reasonable standard, of the sites that will remain after others are vacated or sold;

e. options show realistic costs, based on likely costs applicable in the local property market;

f. opportunities to achieve the colleges' aims have been properly taken into account in the chosen option.

128 Refurbishment and remodelling costs vary considerably. However, if a comprehensive refurbishment of a building is necessary, then a maximum gross budget cost of £480 per m^2 (at June 2002 prices) may be assumed for the purpose of determining options for the property strategy.

Demonstrating the Realism and Feasibility of Options

129 All college-wide options should be realistic in terms of timescales and funding. The following factors should be taken into account when drawing up options:

a. **College reorganisation** – a strategy is a plan not only for the development of a college estate but also its management. Time may need to be allowed for recruiting additional staff, or changing the present organisational structure to some extent. This should help the college become a more 'informed customer', better able to manage the estate itself and monitor the work of its professional advisers.

   Reorganisation could begin with improved timetabling, which might require a period of time in order to persuade staff of its merits. The strategy might propose this,

perhaps followed by one or more capital schemes. This could mean that improved timetabling is introduced for example in April or September 1998 with a consequent effect on timing of capital schemes, which follow.

b. **Funding sources** – colleges should consider and allow for the time required to prepare applications for support from sources such as the European Regional Development Fund, the Single Regeneration Budget and National Lottery funds. The likelihood of success will determine the funding assumptions for the chosen option.

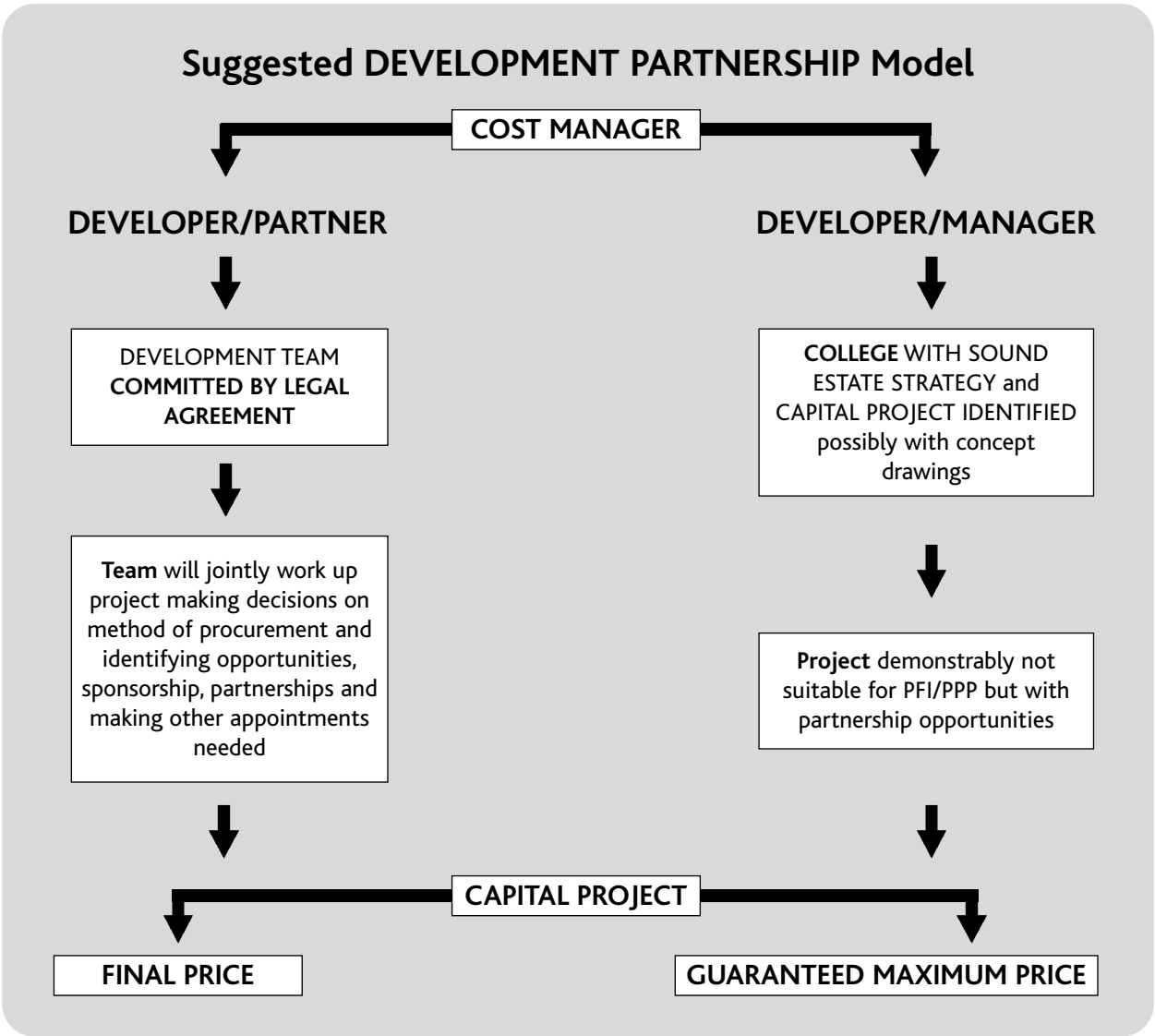
c. **Council timescales** – the Council's target time for making a decision on college requests for consent under the terms of the model financial memorandum is within 30 working days, that is, 30 working days subject to receipt of all information necessary for a decision. Some time will invariably be required for dialogue between the college the local LSC and the Council's professional staff before all information is assembled.

d. **Effect of the chosen option on the college financial forecast** – the property strategy might result in changes to the existing financial forecast such that a new forecast is necessary. Colleges should discuss this with the Local LSC finance director.

e. **Testing public-private partnership (PPP) schemes** – sufficient time should be allowed for the appointment of appropriate professional advisers and reference should be made to guidance issues by the previous government's private financial panel. Representatives of the Department for Education and Skills (DfES) may visit the college to understand the proposal and ensure that PPP considerations have been addressed. Often 'approval in principle' is sought at this stage to provide reassurance to the private sector that the project is likely to gain the support of the funding body. Capital projects of £5 million should be subjected to some soft market testing for suitability for PPP. Projects of more that £10 million need to go through a more rigorous testing procedure and be reported by professional with demonstrable PPP expertise.

Where a proposal is not considered suitable for PPP but where partnership opportunities exist, those opportunities need to be quantified and demonstration made as to how those opportunities have influenced the project procurement. The table at Figure 2 'Suggested Development Partnership Model' shows one method of carrying out development partnerships.

Figure 2: Partnerships



In the case of non-core business such as nurseries, refectory, sports and residential accommodation the college must develop a business plan for running the business. If the college decides to run that non-core business in-house, its own business plan should compare favourably with a private sector offer.

Time should also be allowed for advertising in the *Official Journal of the European Communities,* short-listing private sector partners and appointing one or more partners.

f. **Detailed design of a scheme within the chosen option** – reference should be made to chapter 4 of the *Estate Management in Further Education Colleges: A Good Practice Guide*. Detailed scheme design should only take place after the property strategy has been completed and adopted by the college. The strategy should demonstrate that sufficient time will be allowed to appoint a professional team, obtain planning permission and/or building regulations approval, design and tender the works and for the construction period.

130 Colleges with a sound property strategy and capital projects identified need to consider the most beneficial way to procure those projects to gain maximum benefit. They may already have concept drawings produced by an

architect to illustrate the colleges' vision and help to attract partners. Where a college is remaining on a site a master plan approach may be needed to redevelop it in the most beneficial way to include traffic management, car parking and landscaping and considering adjoining uses.

131 At this stage a project manager is not necessarily required but a project procurement manager (called Development Manager on the model). This does not have to be any particular discipline but someone with vision, experience and the ability to identify and pursue partnership opportunities and a knowledge of the sort of professionals who may be needed.

132 Many projects are demonstrably unsuitable for PFI/PPP procurement but have potential for partnering. There may be a need for a cost manager appointment to keep a check on the partnering offers made.

133 Colleges have always sought sponsorship and partnership at all levels and this approach can be applied to any size of project where there appear to be partnering opportunities. If those opportunities prove fruitless, the traditional approach is the fallback placement route.

Option Evaluation

134 Reference has been made to the financial evaluation of options, which is best carried out using a spreadsheet. This approach has the benefit of making the timing of expenditure and income flows explicit. This in turn demonstrates that the timescales assumed are realistic and take into account the 'lead times' required for detailed capital project planning and construction after the property strategy has been completed.

135 Financial appraisal can also be accompanied by an evaluation of the relative merits of each option on grounds other than cost. This becomes more important where the net present costs or values of each option are close. In such circumstances the financial issues may not be paramount providing each option that could be chosen is feasible and affordable.

136 A more qualitative evaluation can be demonstrated in a strategy by a discussion of the factors considered relevant by the college. These could include:

a. **College ethos and image** – the extent to which each option either strengthens or undermines the overall impression of the college to current and potential staff and students.

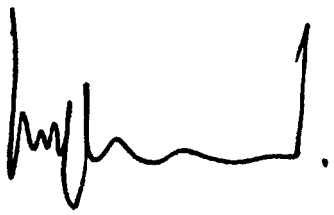
b. **Curriculum enrichment** – how far each option promotes the quality of student experience other than in terms of qualifications.

c. **Working conditions** – a consideration of how each option varies in terms of improving day-to-day working conditions for staff and students.

c. **Disruption** – whether there would be more or less disruption to college activity during the implementation of each option and whether this might affect staff morale, recruitment and retention of staff and students.

Section 7: Conclusions

137 Property strategies must adapt to meet the changing environment and to cope with the new demands of the government's agenda – increasing the provision for basic needs, coping with the 14-16 programme and the increase in recruitment of post-16 students, adapting properties to reflect the inclusiveness agenda, and making due provision for increased participation, all within the affordability and manageability limits of the college. Strategic plans (including property strategies) must meet the challenges of the changing organisational patterns of education, of the LSC having increased planning powers to determine the shape and pattern of post-16 education, of the changing culture involving more consultation and collaboration. This guidance has been written to be helpful within that context.



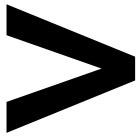
John Harwood, Chief Executive

Annex A: Sites and Buildings Summary Form and Premises Costs (Current Year)

(Reference Circular 02/20)

Confidential

Please photocopy, complete and return this form with your property strategy.



Learning+Skills Council

College name *(please print)*
LSC ref. code
College contact

Site name	Building name	(1) Approx. year of construction	(2) Building gross internal floor area	(3) Total annual premises staffing cost		(4) Annual maintenance cost	(5) Annual cost of non-domestic rates	(6) Annual property insurance cost
				Security	Other			

Energy Consumption *(please tick)*

Gas

Are payments made in therms or kilowatt hours?	☐ therms	☐ kilowatt
Price paid per therm/kilowatt hour net of VAT		therm/kilowatt hour
Total annual consumption in therms/kilowatt hours		therm/kilowatt hour

Electricity

Is the college on contract or tariff?	☐ contract	☐ tariff
Total consumption in kilowatt hours		kilowatt hours
Total cost of electricity per annum net of VAT	£	

Oil

Is the oil consumed by the college 28 second or 35 second?	☐ 28 second	☐ 35 second
The college's usual quantity of order in litres		litres
Price paid per litre on 28 February 1997 net of VAT	£	per litre
Total annual oil consumption		litres

Notes to Annex A

(1) Approximate year of construction

Please indicate under one of the following age ranges for each building:

- Pre-1920
- 1920-1939
- 1945-1965
- 1965-1980
- 1980-Present.

(2) Building gross internal floor area

The total internal floor area of the building, including the area of internal walls and all non-teaching and learning areas, and excluding the area of external walls.

(3) Total annual premises staffing costs ('other')

The total year's cost of employing all cleaners, site managers/site supervisors/caretakers and ground maintenance staff at all college sites. (The cost should *not* include the cost of employing teaching staff, the college estate manager or other members of college management having responsibility for resources or property matters. There is a separate box for recording the total annual cost of employing security staff).

(4) Annual maintenance cost

The total annual cost of maintenance in the current year including planned maintenance, emergency repairs and intermittent maintenance.

(5) Annual cost of non-domestic rates

The total rates payable including water rates.

(6) Annual property insurance cost

The total premium payable for building insurance excluding contents insurance. Premium to be pro-rata if necessary.

Annex B: The Terms of Reference of the Study Group on Space Utilisation

1 To examine the space requirements for curriculum delivery in college by:

- considering DfEE and Council publications upon the subject;
- looking at the information on how space is used in different curriculum areas and different categories of college;
- analysing how the groups of colleges (eg Sixth Form colleges, GFEC, Agricultural colleges, etc) may operate at differing levels of space efficiency;
- reviewing the ten area allowances in the guidance on accommodation strategies (Annex D);
- estimating the trade-off between space utilisation and space costs in current circumstances;
- looking at how evolving methods of teaching and learning impact upon space needs.

2 To report to the Council upon:

- some of the reasons for the observed differences in space utilisation in curriculum areas and colleges, in the opinion of the group;
- the outcome of a review of the relevance of workplace area allowances;
- the extent to which different curriculum areas should have different space allowances and the impact of these differences on college categories;
- the overall balance between the types of space use (teaching, learning, catering, social and communal, administration, etc).

3 To recommend to the Council:

- the appropriate space allowances for different kinds of workspace;
- the space allowances appropriate to particular curriculum areas;
- the appropriate balance between different kinds of space use.

Annex C: Calculation of Workplaces Needed from Target Utilisation

Table 1. Calculations of workplaces needed from target utilisation

Target workplaces utilisation(%)	Workplaces required
70	MNW x 1.43
65	MNW x 1.54
60	MNW x 1.67
55	MNW x 1.82
50	MNW x 2.00
45	MNW x 2.22
40	MNW x 2.50
35	MNW x 2.86
30	MNW x 3.33
25	MNW x 4.00

When calculated on this basis, some colleges have reached 40 per cent scheduled workplace utilisation and the most efficient 50 per cent or more. Absence levels may reduce the scheduled workplace utilisation by up to 30 per cent. Colleges should plan to provide sufficient workplaces for all students recorded on the ILR.

A. Actual Average Gross Area per MNW

Definition: *The gross internal area of a college is equal to the total area of all buildings given by the area enclosed by the internal face of the external wall.*

(Royal Institution of Chartered Surveyors)

Since the former FEFC guidance was developed, the Working Group on Space Utilisation has discovered that all colleges appear to have a fixed area for college overheads (administration, LR minimum area personnel, etc.). In the 25% of most effective floor space users this equates to about 1,500 m^2. This area appears to be invariant with college size and is a result of the existence of the college. The comparable gross internal area (GIA) of the college is equal to the gross GIA minus 1,500 m^2.

The comparable area per MNW is given by:

$$\frac{(\text{College Total GIA} - 1500\text{m}^2)}{\text{MNW}}$$

This gross internal area per MNW is a measure of the area the college is using to deliver a workplace year, or 1,440 hours of daytime on-site GLH. It can be used as an index of the floorspace efficiency of college delivery, based on historical data (for example, the 2001-2 ILR) and the latest gross internal area of the college.

Annex D: The Use of the ILR and Space Utilisation Data to Calculate Key College Factors

The Use of ILR and Space Utilisation Data to Calculate College Absence Rates, The area Per Workplace, The Degree of Spread Out, etc

Purpose The purpose of this Annex is to set out the relationships between the various factors making up the analysis of the use of college space, by providing definitions and calculations for each of the key ideas and how they interrelate to one another.

Basic Data Required - The basic data from a college includes:

- the number of workplaces;
- the total hours of student attendance in an average week or fortnight;
- the space utilisation derived from a one or two week study.

Other data from the property strategy (total college GIA, number of workplaces in college etc.) and the on-site daytime GLH from the most recent ILR8 is also required.

Definitions and Calculations

The attendance level in a college can be calculated by dividing the number of hours of observed attendance during a week by the number of daytime, on-site hours recorded on the ILR (i.e. the annual ILR hours divided by the number of weeks in the college year). The average attendance level may be about 65 per cent to 70 per cent.

The absence rate (dropout rate plus the non-attendance level) is equal to 100 minus the percentage attendance. The observed average attendance rate is about 30 per cent to 35 per cent.

The dropout rate is the percentage of students who decide not to continue attending on a course. Typical rates are up to 10 per cent.

The non-attendance rate is the percentage of students who are timetabled to attend at college but do not attend. Non-attendance appears to average 20 per cent to 25 per cent. Dropout students have withdrawn from the course. The number of non-attending students may partly consist of irregular attendees and could be made up of different individuals every week.

The Minimum Number of Workplaces (MNW) is the on-site, daytime guided learning hours divided by 1,440 (= the number of hours in a year of 36 weeks of 40 hours each).

The scheduled utilisation level equals the MNW divided by the number of workplaces in the college. This is also equal to the on-site daytime guided learning hours divided by (college workplaces x 1,440). The scheduled utilisation level in the sector is typically about 30 per cent.

The actual utilisation level is the observed workplace utilisation determined by a two-week measure. The actual utilisation level is typically around 22 per cent.

Spread-out is the method by which colleges raise utilisation levels by spreading out workplaces into available larger room areas.

The guidance area of the college is the MNW multiplied by the appropriate area.

These formulas are:

For Sixth Form Colleges:

Guidance area = 1,500 m^2 plus 10 m^2 per MNW

For all other colleges:

Guidance area = 1,500 m^2 plus 11.5 m^2 per MNW

This is the area within which the college could operate if it were as effective as the most effective 25 per cent of colleges in the use of floorspace.

The average area per workplace, the MNW and the scheduled level of workplace effectiveness are inter-related as follows:

average area per workplace = scheduled workplace efficiency x area per MNW

Hence if the average area per MNW is 11m^2, and the scheduled workplace efficiency is 40 per cent, the average area per workplace is 4.4m^2.

Annex E: Deriving Total Guided Learning Hours from the ILR

The information that makes up the ILR is recorded on three returns:

- The ILR disk return, which contains detailed information on students and qualification aims;
- The ILR aggregate return, which colleges can use to record non-Council funded students studying fewer than 60 GLH a year or studying unspecified qualification aims;
- The ISRFRANIN form, which colleges use to record outward collaborative provision.

ILR Disk Return

For students recorded on the ILR disk return, detailed information is available for each qualification aim being studied. Information is recorded showing the mode of attendance and franchising-out arrangements for each qualification aim. Using this information, provision delivered as evening only or distance learning courses and off-site provision, have been excluded from the three files. The remaining qualification aims have been aggregated to student level to produce a figure for total daytime on-site GLH for each student for 1994-95. The GLH for each student have been rounded to the nearest whole number, and the students have been allocated to the appropriate loadband.

For each college the daytime on-site student numbers calculated using this method have been compared to the total student numbers, which include evening and off-site provision. For 53 colleges (comprising 51 sixth form colleges and two art, design and performing arts colleges) there is no difference in the numbers. An analysis of the remaining 389 colleges shows that:

- For 46 colleges, students solely on evening or off-site provision account for 50 per cent or more of all provision;
- For 30 colleges, over 6,000 students are solely on evening or off-site provision;
- 20 of the colleges mentioned above fall into both categories.

ILR Aggregate Return

For students recorded on the aggregate return, information on GLH is not available. Student numbers are recorded separately for evening and daytime students. Evening students have been excluded from the figures shown in the three files. The remaining students have been allocated to the loadbands and added to the figures for the ILR disk return. The method used to allocate the students to loadbands is as follows:

- Students in loadbands 2 and 6 remain in those loadbands;
- Students with fewer than 60 GLH have been allocated to either loadband 1 or the loadband for students with fewer than 9 GLH. For each college, the distribution of students on the ILR disk return between loadband 1 and the loadband for students with lower than 9 GLH has been used to distribute the students recorded on the aggregate return between the two loadbands. This

method assumes that the distribution between these two loadbands is the same for students recorded on the ILR aggregate return;

- Students with 120-449 GLH have been allocated to loadbands 3, 4 and 5. For each college, the distribution of students on the ILR disk return between loadbands 3, 4 and 5 has been used to distribute the students recorded on the aggregate return between these three loadbands. This method assumes that the distribution between the three loadbands is the same for students recorded on the ILR disk return and students recorded on the ILR aggregate return.

Of the 377,000 students recorded on the aggregate return across the sector for 1994-95, fewer than 6,000 are studying during the daytime.

GLHs have been estimated for students recorded on the aggregate return by multiplying the student numbers derived above by the average GLH per student for that college. This method assumes that the average GLH per student for each loadband is the same for students recorded on the ILR disk return and students recorded on the ILR aggregate return.

ISRFRANIN Form

For students recorded on the ISRFRANIN form, information on GLH is not available. Student numbers are recorded on the ISRFRANIN form by mode of attendance, programme area and level. The ISRFRANIN form has no facility for recording evening provision separately. It has been assumed that all provision recorded on the form is delivered in the daytime.

GLHs have been estimated for students on outward collaborative provision by multiplying the student numbers by the average GLH per student for full-time and part-time students. The average GLH for full-time and part-time students have been calculated using the figures from the ILR disk return. This method assumes that the average GLH per student for each loadband is the same for students recorded on the ILR disk return and for students recorded on the ISRFRANIN form.

Total GLH

For each college for which data are available, a figure for the total GLH has been calculated by summing the following:

- Total daytime on-site GLH from the ILR disk return;
- Estimated daytime on-site GLH from the ILR aggregate return;
- Estimated daytime on-site GLH from the ISRFRANIN form.

Annex F: A Worked Example of ILR Hours Related to College Total Floor Space

College A is a GFEC that has 2,500,000 total GLH a year

There are 2,000,000 on-site, daytime GLH, which equates to 1,389 minimum number of workplaces (MNW). The college has 2,000 full-time students, attending for an average of 750 hours a year, so 75 per cent of on-site daytime GLH are accounted for by full-time students (1,500,000 hours out of 2,000,000).

The gross internal area of the college is 26,500m^2.

This calculation is:

comparable area = 26,500 – 1,500 = 25.000 m^2

so area per MNW = 25,000/1,389 = 17.99 m^2/MNW

The Guidance area of the college should lie between (1,500m^2 plus 1,389*11.5)

or 17,474 m^2 and (1,500 m^2 plus 1,389*14.5) or 21,641 m^2 at most.

The college is at present between 22% and 51% overprovided with space. Whether this is tolerable depends upon the financial position of the college.

The college is expected to have 40% scheduled workplace utilisation (and with an average absence level of 30%, about 28% actual use) at the minimum guidance area.

This implies workplaces of 1,389*2.5 or 3,473, and an average gross area per workplace of 5.03m^2, at the lower area of the guidance. The average area per actual workplace should be 2.51 m^2.

The college actually has 3,623 workplaces at present. The area per workplace is

(26,500m^2/3623) or 7.31 m^2. Spread-out is running at about

((100*7.31/5.03) -100), or 45%

The college proposes to rebuild with an area of 16,000 m^2. This is within the target guidance area, so is acceptable in space terms.

Current college running costs are £57/m^2.

The college will save (£26,500* 57) a year or £1.5105m and the new facilities are estimated to cost (£40*16,000) or £640,000 a year to run, so net running cost savings are assessed as about £870,500 a year.

The new build cost is about £17m (excluding land costs) which are zero in this case.

The project is partly funded by a land sale of £3.0m, a Council Contribution of 35% or £5.95m and a medium term loan of £8.05m, which will cost about £550,000 a year. The college's finances are expected to improve by about £220,500 a year after the three year construction period.

Annex G: Proforma to Assist in the Calculations of Floor Space Assessment

Table 1. MNW in each teaching area from timetabled analysis

	(a) Timetabled Hours	(b) MNW (= hours/1,440)
General Teaching 1 Lecture theatre (or close seating arrangements)		
2 Teaching informal groups		
3 Teaching with demonstration facilities		
Specialised teaching 4 Commerce and Business (computer terminal rooms)		
5 Science and technology (laboratories)		
6 Art and design studios (other than for large scale work) and drawing offices		
7 Crafts, large-scale art and design, home economics, dressmaking, carpentry, plumbing (workshops with benches)		
8 Catering and hairdressing		
9 Welding, motor vehicle work, installation trades (with large machines)		
Total (equal to total ILR hours in year)		
Total MNW		

Table 2. Workplace availability in the College

	Area (m^2)	Number of workplaces	Area per workplace
Teaching 1 Lecture theatre (or close seating arrangements)			
2 Teaching informal groups			
3 Teaching with demonstration facilities			
Specialised teaching 4 Commerce and Business (computer terminal rooms)			
5 Science and technology			
6 Art and design studios (other than for large scale work) and drawing offices			
7 Crafts, large-scale art and design, home economics, dressmaking, carpentry, plumbing (workshops with benches)			
8 Catering and hairdressing			
9 Welding, motor vehicle work, installation trades (with large machines)			
Subtotals **Total area** **Total workplaces** **Average area per workplace**			
Learning Library and LRC			
Totals Total area Total workplaces Average area per workplace			

Table 3. Workplace utilisation in different teaching areas

	(a) Number of workplace hours per year	(b) Timetabled hours per year	(c) Workplace utilisation (b)/(a)	(d) Total area m^2
Teaching 1 Lecture theatre (or close seating arrangements)				
2 Teaching in informal groups				
3 Teaching with demonstration facilities				
Specialised teaching 4 Commerce and Business (computer terminal rooms)				
5 Science and technology				
6 Art and design studios (other than for large scale work) and drawing offices				
7 Crafts, large-scale art and design, home economics, dressmaking, carpentry, plumbing (workshops with benches)				
8 Catering and hairdressing				
9 Welding, motor vehicle work, installation trades (with large machines)				
Subtotals (Total teaching area)				
Plus: Learning floorspace (20% of teaching area)				
Administration (10% of teaching area)				
Teaching preparation area				
Large floorspace (assembly halls, sports halls, theatres, art galleries)				
Catering and communal restaurants, (students union)				
Balance areas (circulation, foyers, toilets)				
Total area				

Table 4. Theoretical area of college

	(a) Timetabled hours per year	(b) MNWs per workplace = (a)/(1,440* efficiency)	(c) Area per workplace m^2	(d) Total area m^2
Teaching 1 Lecture theatre (or close seating arrangements)				
2 Teaching in informal groups				
3 Teaching with demonstration facilities				
Specialised teaching 4 Commerce and Business (computer terminal rooms)				
5 Science and technology				
6 Art and design studios (other than for large scale work) and drawing offices				
7 Crafts, large-scale art and design, home economics, dressmaking, carpentry, plumbing (workshops with benches)				
8 Catering and hairdressing				
9 Welding, motor vehicle work, installation trades (with large machines)				
Subtotals (Total teaching area)				
Plus: Learning floorspace (20% of teaching area)				
Administration (10% of teaching area)				
Teaching preparation area				
Large floorspace (assembly halls, sports halls, theatres, art galleries)				
Catering and communal restaurants, (students union)				
Balance areas (circulation, foyers, toilets)				
Total area				

Annex H: Sports Facilities Questionnaire

College

_____

A. Does the College have a Sports Hall? Yes/No

Size		Length		Width	
Year Built		Area		m^2	

Is there any public access? *(please tick)* Yes ☐ No ☐

B. No. of Sports Pitches

Number of Floodlit Pitches

C. Does the college have a swimming pool? *(please tick)* Yes ☐ No ☐

If Yes – No. of Lanes

Number of timetabled hours per week

Annex I: Example of a Room Utilisation Survey

Notes to Annex I

The following steps should normally be followed when undertaking a room utilisation survey.

a. Establish a list of teaching and learning rooms, noting the type of room, its floor area and its notional and assessed number of workplaces;

b. Select a typical week. A 'typical week' of the autumn term would not be before the end of October to allow for the normal student drop-out at the beginning of the teaching year;

c. Visit each room and count occupants once each hour between 9.00 and 17.00;

d. Calculate room frequency factor[1], average seat occupancy factor[2] and utilisation[3] of each room.

The spreadsheet in Annex F shows how the findings can be presented.

Data Analysis

It can be useful to analyse the survey data under several headings. Some examples are:

- site by site–comparing the overall utilisation achieved at each site;
- by aggregate room types–analysing the utilisation of all general teaching rooms or all specialised teaching rooms;
- by teaching departments–comparing the utilisation of similar teaching departments to find their relative efficiency in terms of utilisation.

[1] The room frequency factor is the number of times a room is used as a percentage of 40 hours.

[2] The average seat occupancy factor is the number of people using a room, averaged over the number of times the room is used, as a percentage of capacity.

[3] Utilisation is the product of frequency and occupancy.

ROOM	TYPE	AREA M^2	ACTUAL SEATS	THEOR. SEATS	ANALYSIS (Actual) FR	OC	UT	USED	MONDAY 1	2	3	4	5	6	7	8	TUESDAY 1	2	3	4
BS15	4	41	12	15	0.80	0.58	0.46	32	6		11		16	2		8	6	9	14	2
BF12	4	99	40	37	0.65	0.40	0.26	26			17	17		2	15	24	9	10	4	10
BF7	4	70	20	26	0.58	0.44	0.26	23	5	5	10		2	10	20	20		2	17	
BS10	4	48	18	18	0.63	0.31	0.20	25							4			2	13	2
BF8	4	40	16	15	0.63	0.31	0.19	25	7	1	1			6	8	8	4	6		1
AG6	4	32	20	12	0.48	0.37	0.18	19			20	2					3		7	3
CG16	4	48	19	18	0.58	0.22	0.13	23	4	2			4		2				19	
AG2	5	81	18	27	0.80	0.47	0.38	32	11	11		12	5	5	8	8	7	7	5	7
AF7	5	36	16	12	0.58	0.51	0.29	23			9	1	9	10	9	9	9	8		
AF6	5	32	20	11	0.55	0.45	0.25	22	14	13	3						13	11	18	1
AF5	5	80	18	27	0.60	0.33	0.20	24	12	12	2		4	4			11	11		
REH	6	88	40	28	0.93	0.36	0.34	37			14	4	8	12	15	12	11	11	10	10
CG15	6	49	10	15	0.23	1.37	0.31	9									14	14		
GG1	6	241	99	75	0.93	0.18	0.17	37	17	45	45	11	11	11	11	11	16	16		7
FG2	7	42	8	9	0.80	0.96	0.77	32			6		9	2	20	13		3	16	
FG1	7	253	30	56	0.83	0.56	0.46	33				2	3				16	16	16	
DG3	7	132	20	29	0.73	0.31	0.22	29				1			12	8			9	14
EG5	8	77	16	12	0.58	0.83	0.48	23	17	17	20		15	13					15	
EG2	8	132	16	20	0.75	0.63	0.47	30	9	7	8	8		8			12	12	12	12
EG1	8	200	20	31	0.85	0.50	0.42	34	15	15	15		15	15		13	10	9	9	10
EG6	8	72	17	11	0.75	0.55	0.42	30	13	17	16						9	9	9	9
EG4	8	84	16	13	0.53	0.76	0.40	21					10	11		3				
EG8	8	72	17	11	0.70	0.41	0.29	28	6	9	9	7	7	3			7	7		7
EG3	8	87	20	13	0.55	0.46	0.26	22					10	10	9		10	10	10	10
EG7	8	119	20	18	0.75	0.31	0.23	30	6	8	5	5	5	7			8	5	4	6
EF8	8	103	10	16	0.20	0.60	0.12	8									9	9		
DG1	9	172	12	23	0.73	0.65	0.47	29	11	11	11	11	8	8	6	6	6	6	1	2
TOTAL		**2530**	**588**	**598**				**706**	**153**	**173**	**222**	**81**	**141**	**139**	**139**	**143**	**190**	**193**	**208**	**113**
Lect Theatre	1																			
Classroom	2																			
Demonstration	3																			
Comm & Bus	4	378	145	141				173	22	8	59	19	22	20	49	60	22	29	74	18
Sc Labs	5	229	72	76				101	37	36	14	13	18	19	17	17	40	37	23	8
Art & PA	6	378	149	118				83	17	45	59	15	19	23	26	23	41	41	10	17
Crafts	7	427	58	95				94	0	0	6	3	12	2	32	21	16	19	41	14
Catering	8	946	152	146				226	66	73	73	20	62	67	9	16	65	61	59	54
Engineering	9	172	12	23				29	11	11	11	11	8	8	6	6	6	6	1	2

Notes:

Type: *Room type, as indicated in the following notes*

Area: *Area of the room measured to the internal face of walls*

Theor seats: *Theoretical seats*

FR: *Room Frequency Factor*

OC: *Average Seat Occupancy Factor*

UT: *Room Utilisation*

Used: *Number of hours the room has been used of the total of 40 hours*

WEDNESDAY												THURSDAY								FRIDAY							
5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
	3	3	3		7	10	4	8	6	2	2	11		12	5	8	10		6	7	6	11	7	12		5	1
			8	26	26	27	2	24	25	28	28	18	18	18	18	8	5			16	16						
	11	3		11	11			6		5	5	9	9	6		8	8					15	6				
	9	3	3	5	2	12	9	7	6			5	6	11	1	4	12		1	6	6	5	6	1			
	6			5	5			5	5			8	7	8		3	1			8	6	7	4		2	2	
2	4				9	8			11			16	12	9	6		7	7	7		4	4					
4	6	6			1	4	1	5		5			3	8	9	3	1	1	1	6	1	2					
17	4	17	5	12	4	6			5	13	13	9				7	7	8	13	13	13	9	1	4	4	4	
10	10	9	9			8			1	8	8			13	13	4	4			5	5						
16	16	7	1	7	7	7		9		9		15		9	4	10	10									1	
9	3			3	3	8				10	10					2	2	5	5	3	3	10	1			4	4
15		13	13	6	7	8	8	26	26	26	26	16	16	16	16	16	12	12	12	22	16	16	16	18	18	18	18
18	18													2	2		9			23	23						
17	17	11	11	11	11	6	5	16	16	16	16	16	15	11	11		45	25	45		33	33	33	8	9	9	9
1	6	2	6	1	2	1	2	2				9	9	13	1	6	9	9	2	9	8	8	8	16	16	16	16
16	16	16	16	22	22	22	14	12	12	12	12	17	17	17	17	11	11	11	11	24	24	24	24	23	24	24	30
5	4	9	1	1	1	10	10	1				13	18	7	3	2	3	1		5	7	1	1	8	19	2	2
16	21	11		10		14		14	12	12		13	5	12		7	14	14	13					11	11		
12		12	12	8	8	8	11	11				8	8	8	8	8	13	14	14	10	10	10	10	10			
10	4	13	13	8	9	9	2	9	9			10	10	10	10	10	10	3	2	10	10	10	10	10	10		
14	12	6		12	13	13	10	3				12	12	12	12	12	10	10		5	5	5	5	5	5	5	3
15	15	15		16	16	16	16	15	15	15		7	7	7	7					13	13	13	11				
7	1			7	7	7	5	4	7			7	7	7	7	7	7			9	9		9	9	9		
14	15	15		6	6	6	5					6	6	6	6					11	11	11	11				
6	1			7	7	7	5	5	7			6	7	7	7	7	7			7	7	7	7	7	7		
				7	6	1						5	6	5													
6	6	5	4	10	10	10	10									11	10	11	11	4	9	8			9		4
230	**208**	**176**	**105**	**201**	**200**	**228**	**119**	**182**	**163**	**161**	**120**	**236**	**198**	**234**	**163**	**154**	**227**	**131**	**143**	**216**	**245**	**209**	**170**	**142**	**143**	**86**	**87**
6	39	15	14	47	61	61	16	55	53	40	35	67	55	72	39	34	44	8	15	43	39	44	23	13	2	7	1
52	33	33	15	22	14	29	0	9	6	40	31	36	0	22	17	23	23	13	18	21	21	19	2	4	4	5	4
50	35	24	24	17	18	14	13	42	42	42	42	32	31	29	29	16	66	37	57	45	72	49	49	26	27	27	27
22	26	27	23	24	25	33	26	15	12	12	12	39	44	37	21	19	23	21	13	38	39	33	33	47	59	42	48
94	69	72	25	81	72	81	54	61	50	27	0	74	68	74	57	51	61	41	29	65	65	56	63	52	42	5	3
6	6	5	4	10	10	10	10	0	0	0	0	0	0	0	0	11	10	11	11	4	9	8	0	0	9	0	4

Room types

(1) Lecture theatre (close seating)

(2) Teaching in informal groups

(3) Teaching with demonstration facilities

(4) Commerce and business (computer terminal rooms)

(5) Science and technology (labs)

(6) Art and design studios (other than for large-scale work)

(7) Crafts, large-scale art and design, home economics, dressmaking (workshops with benches)

(8) Catering and hairdressing

(9) Welding, motor vehicle work, installation trades

(10) Learning resource space

Annex J: Room Utilisation Form

ROOM RATIONALISATION This form is for your own use and is not to be returned to the Council

Room no	Room type	Actual seats	Observed occupancy (1) 09.00-10.00	(2) 10.00-11.00	(3) 11.00-12.00	(4) 12.00-13.00	(5) 13.00-14.00	(6) 14.00-15.00	(7) 15.00-16.00	(8) 16.00-17.00

- *Room types:*

(1) Lecture theatre (close seating)
(2) Teaching in informal groups
(3) Teaching with demonstration facilities
(4) Commerce and business (computer terminal rooms)
(5) Science and technology (labs)
(6) Art and design studios (other than for large-scale work)
(7) Crafts, large-scale art and design, home economics, dress making (workshops with benches)
(8) Catering and hairdressing
(9) Welding, motor vehicle work, installation trades
(10) Learning resource space

Notes

This publication is available in an electronic form on the Council's website: www.lsc.gov.uk

The Learning and Skills Council offers an alerting service for any circular posted to it's website, to subscribe to this service visit http://www.lsc.gov.uk/subscriptions.cfm

Publication enquiries: 0870 900 6800

Reference CIRC/0577/02