

EAST AYRSHIRE COUNCIL

KNOCKROON LEARNING AND ENTERPRISE CAMPUS

PROJECT BRIEF

Background

Following a statutory consultation exercise, East Ayrshire Council was given authority in August 2015 to proceed with the development of ambitious and innovative plans for a unique learning and enterprise campus in the Broomfield area of Cumnock; provisionally labelled the Knockroon Learning and Enterprise Campus.

The Knockroon Learning and Enterprise Campus aims to provide state of the art learning facilities for thousands of children and young people within the communities of Cumnock and Auchinleck; transforming education provision in the area for generations to come. The proposals include:

- a merged Auchinleck Academy and Cumnock Academy and Supported Learning Centre
- a merged primary school, incorporating Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre
- Hillside ASN School

The proposals also include the possibility of incorporating further education and business enterprise facilities which will be subject to further consultation and confirmation of funding.

The campus design will be sympathetic to the architecture of Cumnock and will also include excellent sports and recreation facilities accessible by the community. Parents, staff, children, young people and representatives from the wider local community are also to be given a key role in helping develop the designs for the campus.

Design Development and Procurement Strategy

Design Development

The Scottish Government issued a policy statement on architecture and place for Scotland “Creating Places” in June 2013. The policy statement sets out the relationship between architecture and place, and recognises the significant role the public sector plays in embedding the principles of good building design and the impact this has on people and communities.

It is acknowledged that the new campus will become an important hub of activity for the community, and its success will be linked to connecting with local people at the earliest stages of design development; harnessing this wealth of skills and knowledge. Meaningful participation enables places to endure, fostering positive interaction and activity and ensuring that new facilities meet the needs and future aspirations of the people that will use them.

The design of the Knockroon Learning and Enterprise Campus also needs to respond to both the natural and cultural environment within which it resides. The quality of the building is therefore crucial to promoting a positive image and attracting people to visit, live and invest in the area. Given the quality and profile of neighbouring development, it is considered vitally important that the design is informed by the built environment and heritage of the surrounding area.

It is important, irrespective of the design approach, to acknowledge the financial constraints within which the Council operates and therefore the need to deliver projects within a defined cost envelope. Whilst the funding for the project is being provided in full by the Council, the budget allocation and associated footprint for the building have been established with reference to Scottish Future Trusts (SFT) cost and area metrics used for Scotland Schools for the Future projects. Delivering projects to SFT metrics present significant challenges, however, the data is based on robust analysis undertaken by SFT, which has been used successfully across Scotland to deliver modern, innovative education facilities. By applying the metrics appropriately this presents the Council with a great opportunity to challenge function overall and to focus on needs rather than wants.

Prospective design teams should note that no aspects of the project are being procured through the hub initiative. All tender documents will therefore be prepared, assessed and awarded by the Council, in partnership with appropriate internal and external advisors.

Design-led Procurement

The Scottish Governments "Creating Places" policy statement advocates that design be considered at the very outset of public procurement projects, and that the public sector overall set an example by ensuring high design standards are adhered to.

The importance of design is also reflected within the Scottish Government Review of Public Sector Procurement in Construction; with a particular emphasis on the need for design-led procurement activity where it is recognised that a consistent focus on achieving high quality in design processes and outcomes can deliver significant benefits in terms of reduced capital costs, maintenance and lifetime running costs, increased functionality and efficiency, better environmental performance and user satisfaction overall.

Given the size and complexity of the project, it is therefore incumbent on the Council to consider carefully the design development and procurement strategy adopted for the delivery of the project. With the emphasis on achieving a high level of design process and outcomes, it has therefore been agreed that the project will be a design-led procurement exercise in order to stimulate innovation and efficiency overall.

Procurement Approach

In order to support the agreed design-led approach, it has been agreed that a Two Stage Design and Build approach will be adopted; with the Council initially appointing a main Design Team to develop the design and specification, including full Employers Requirements to RIBA Stage 3 - Developed Design inclusive of planning submission and approval, before novating across to the successful contractor for the remainder of the project. This approach allows the Council, the community, pupils and teaching staff to have a meaningful and genuinely collaborative relationship with the design team during the development of the proposals.

It should be noted that external cost consultants / quantity surveyors will be appointed independently, but will form part of the overall Design Team appointment. The appointed cost consultants / quantity surveyors will remain under the Councils management throughout all phases of the project and will act as the Employers Agent in terms of any contract administrative responsibilities. The appointment of independent cost consultants / quantity surveyors will initially run concurrently with the appointment of the design team. However, it would be the intention to award a contract for the design team prior to any assessment of prospective cost consultants/ quantity surveyors to allow the successful design team to be involved in the final selection process.

Key Requirements (including Affordability Cap, Area Metric and Other Deliverables)

The brief for the project has been prepared giving due regard to key requirements of East Ayrshire Council with the aim of developing more detailed requirements through a joint engagement process in partnership with both internal and external stakeholders.

Key Design Principles

The key design principles of the project are as follows:

- A school design that will provide appropriate accommodation for approximately 1,630 secondary, 520 primary, 120 / 120 early years, 85 supported learning and 25 special educational needs pupils (including provision of a hydrotherapy pool) that meets educational objectives, including the effective delivery of the combined curriculums for each establishment; with particular emphasis on Curriculum for Excellence and STEM subjects. Please note that roll numbers may still be subject to change.
- A school design that can be delivered to an Affordability Cap (Prime Cost, Prelims and Overhead and Profits) based on a BCIS Tender Price Index (TPI) adjusted SFT “all in” construction cost per square metre metric). Further details of the Affordability Cap will be made available to the shortlisted design teams at the formal tender stage.
- A school that can be delivered to an overall area metric (based on SFT metrics). Further details of the overall area metric will be made available to the shortlisted design teams at the formal tender stage.
- A school design that responds to and is informed by the natural environment and heritage of the surrounding area and neighboring developments.
- A school design that will deliver an efficient building that maximises the opportunities to share accommodation whilst still meeting educational objectives and retaining the separate identities of the secondary, primary, early years and special educational needs establishments.
- A school design that provides appropriate internal and external sports facilities that meet educational requirements in terms of the current and future sports curriculum for secondary, primary, early years and special educational needs establishments.
- A school design that maximises shared internal and external sports, assembly hall / theatre, dining / social spaces, meeting rooms etc. which are accessible to the community, and local sports clubs, and are designed to support access during school hours if required; with the objective of ensuring, through access and design, the maximum level of activity and use of the facilities on offer.
- An infrastructure and landscaping design that provides appropriate access to outdoor educational and recreational spaces for all, including traffic management proposals that meet both the needs of Education and statutory planning authorities.
- A school design that minimises overall energy consumption with the target of achieving an EPC rating of B+, before renewables.
- A school design that targets achieving a minimum BREEAM rating of “Very Good”.
- A school design that delivers to all relevant design guidelines, legislative and statutory requirements.

Innovation through Design

East Ayrshire Council will also encourage the design team to evaluate the benefits of “innovative design solutions” that can deliver significant benefits in terms of reduced capital costs, maintenance and lifetime running costs, increased functionality and efficiency, better environmental performance and user satisfaction overall.

Where appropriate, consideration will therefore be given to authorising additional funding for “innovative design solutions” over and above the agreed Affordability Cap (Prime Cost, Prelims and Overheads and Profit); to be met from a separate Design and Construction change control allocation that has been set aside for the project.

Indicative Timescales / Key Milestones

The project will be monitored against milestone dates and stage durations. Based on the proposed design development and procurement strategy it is therefore anticipated that the following timescales will be applicable to the project:

| Key Milestone | Anticipated Date |
|--|-------------------------|
| Issue Tender Documentation for Professional Services | Mid-December 2015 |
| Appointment of Design Team (including Competitive Interview) | Mid-February 2016 |
| Appointment of Cost Consultants | Early March 2016 |
| Consultation and Engagement over Design | March 2016 |
| PQQ Issued for Main Contractor Selection | August 2016 |
| Finalised Concept Design and Employers Requirements | Mid-September 2016 |
| Issue Tender Document for Main Contractor | October 2016 |
| Planning Approval | February 2017 |
| Appointment of Main Contractor | March 2017 |
| Construction Start | July 2017 |
| Construction Finish | July 2019 |

Note - dates are provisional and make no allowance for unforeseen issues such as delays in decision making process, procurement difficulties, site contamination, adverse weather etc.

In order to expedite early development stages, the Council is progressing the tender and award of separate contracts for geotechnical and environmental engineering services to determine the soil and environmental characteristics of the proposed site, together with the appointment of a space planning consultant to assist with the development of a strategic accommodation brief deliverable within the prescribed area metric. It is anticipated that these appointments will be concluded by the end of October with the intention that all relevant works are completed by January / February 2016 to coincide with the appointment of the Design Team.