AoC Finance Conference
Peter Marsh
Estates Strategy Development

15 May 2019

Creating an effective FE Estates Strategy:

How to capture curriculum vision, drive improved space utilisation and deliver a sustainable financial future

PMc Team Members – Who we are

Peter Marsh
Managing Director

Dr Robert Rees
Director

Dr Grace Kenny
Director of Space Planning

Steve J Carter
Associate Director - Programme
Delivery & Assurance

Rachel Webb
Associate Director - Logistics

Eliana Linares Gonzalez
Project Manager

George Kenchington
Project Manager (Research &
Policy)

Michael Paltrinieri
Project Manager

Mohammed Poswall
Senior Project Manager
(Cost & Programme)

Ben Neville
Senior Project Manager

Selin Kaya
Project & Business Support
Administrator

Ibrahim Sen
Senior Project Quantity
Surveyor

1a. PMc: Our Key Services

- Project Management
- Client Advisors
- Funding Bids
- Education Consultants
- Cost Consultancy
- Estates Strategy
- Space Planning
- Contract Negotiation
- Master planning

1b. Clients We Are Currently Working With
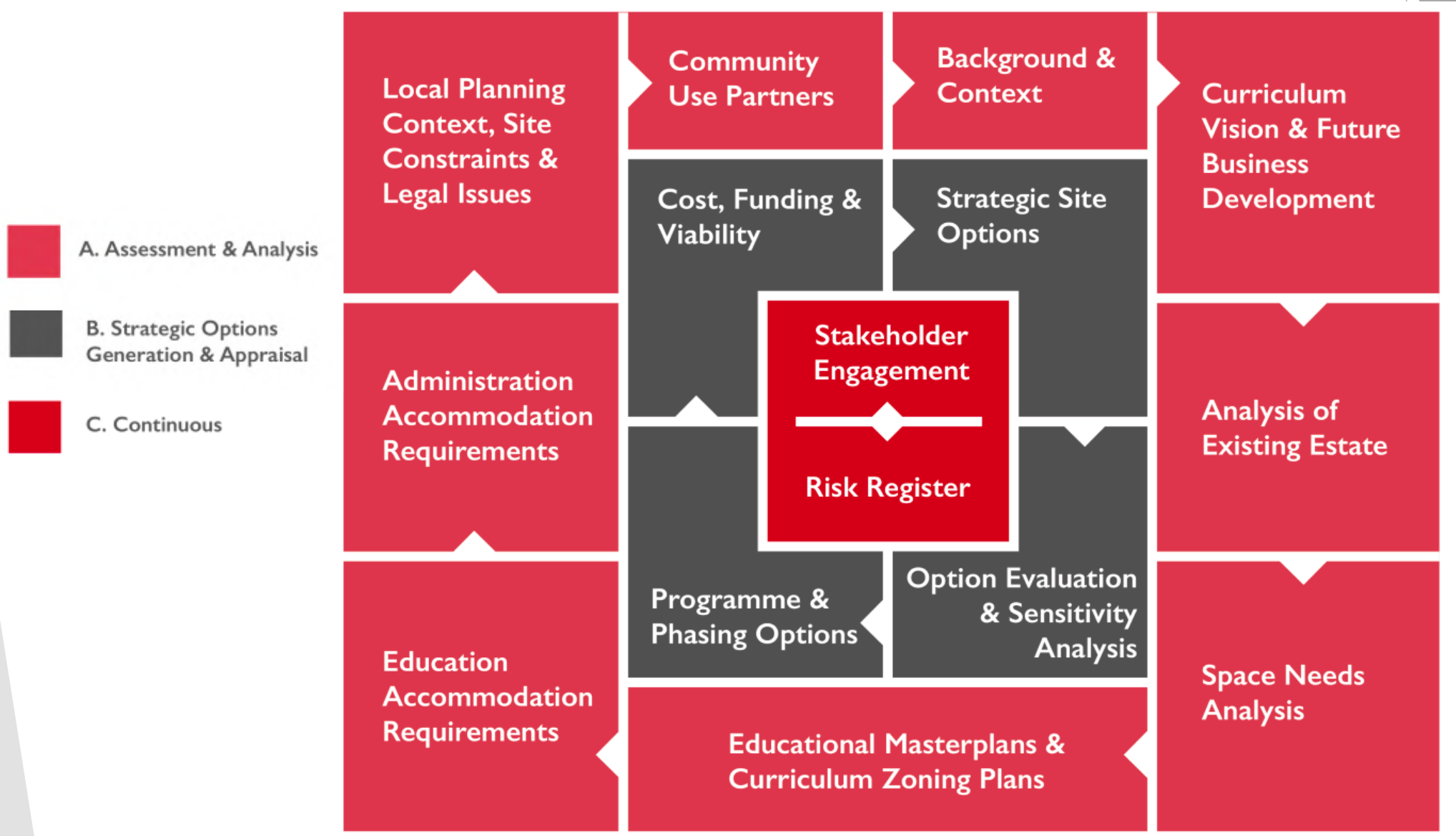
2. The PMc Approach to Estates Strategy Development

2. A Strategic Approach to Estates Strategy Development

CONTENTS

3. Condition & Functionality

3a. Condition & Functionality Assessment

Condition			
Condition	**A**		As new
	B		Sound, operationally safe, and exhibiting only minor deterioration
	C		Operational but major repair or replacement needed in the short to medium-term (generally 3 years)
	D		Inoperable or serious risk of major failure or breakdown.
Functionality	**1**		Excellent - the room(s)/building(s) fully support current functions. There are no negative impacts upon the functions taking place in the space
	2		Good - the room(s)/building(s) provide a good environment for the current function in all or most respects. There may be shortfalls in certain areas, but these have only a minor effect upon current functions
	3		Fair - the room(s)/building(s) provide a reasonable environment for current functions in many respects but have a number of shortfalls. These shortfalls may be causing mismatches between space and function that is having a more significant effect upon current functions than Grade 2 rooms
	4		Poor - the room(s)/building(s) fail to support current functions and/or are unsuitable for current use. The operational problems associated with such space are major and are constraining current functions in the space. Space in this grade may require alternative solutions, rather than straightforward improvements in particular features of the space

PMc

Peter Marsh Consulting Ltd.

3b. Condition A

3c. Condition B

3d. Condition C

4. Space Planning

4a. Space Planning – Space Utilisation: Frequency and Occupancy

Frequency (%) x Occupancy (%) = Space utilisation (%)

- Frequency (or room use) is expressed as a percentage and represents the proportion of the time that each room is in use over the teaching week, normally of 40 hours (9:00 – 17:00);
- Occupancy (or seat use) is also expressed as a percentage and represents the proportion of the seats that are occupied when a room is in use over the same teaching week; and,
- Utilisation is the product of frequency and occupancy.

PMc
Peter Marsh Consulting Ltd.

SGLH

SGLH/1440

This formula allows the evaluation of MNW

MNW

Lower Limit

Upper Limit

(1,500 + 150) x (%) + 11.5 x MNW

(1,500 + 150) x (%) + 14.5 x MNW

This formula allows the evaluation of Minimum / Maximum required area

Minimum Required Area

Maximum Required Area

PMc
Peter Marsh Consulting Ltd.

4c. Top Down Worked Examples:

1. SGLH: 2,283,545 -> 1,585 MNW -> Lower limit = c20,000m2, Upper limit = c24,700m2

2. SGLH: 2,800,000 -> 1,944 MNW -> Lower limit = c24,300m2, Upper limit = c30,200m2

3. SGLH: 532,653 -> 370 MNW -> Lower limit = c5,900m2, Upper limit = c7,000m2

4. SGLH: 5,600,000 -> 3,889 MNW -> Lower limit = c46,300m2, Upper limit = c58,000m2

PMc
Peter Marsh Consulting Ltd.

4d. Space Planning- Detailed Bottom Up Assessment

SGLH

SGLH / 1440

Conversion of SGLH into MNW. 1440 (available hours per academic year) = 36w x 5d x 8h

MNW

MNW / 44%

Required number of workplaces obtained by target utilisation (36&, 40%, 44%, etc)

No. of Workplaces

Space Type Norm

Conversion of workplaces into teaching spaces adopting space norms based on space type (classrooms, studios, etc.)

Total Teaching Area Required

%ages Non-Teaching Activities

Calculation of space required for learning activities, administration, circulation, etc.

Total Area Required

PMc
Peter Marsh Consulting Ltd.

Space Planning Assessment - Our Recent Findings of Excess Capacity
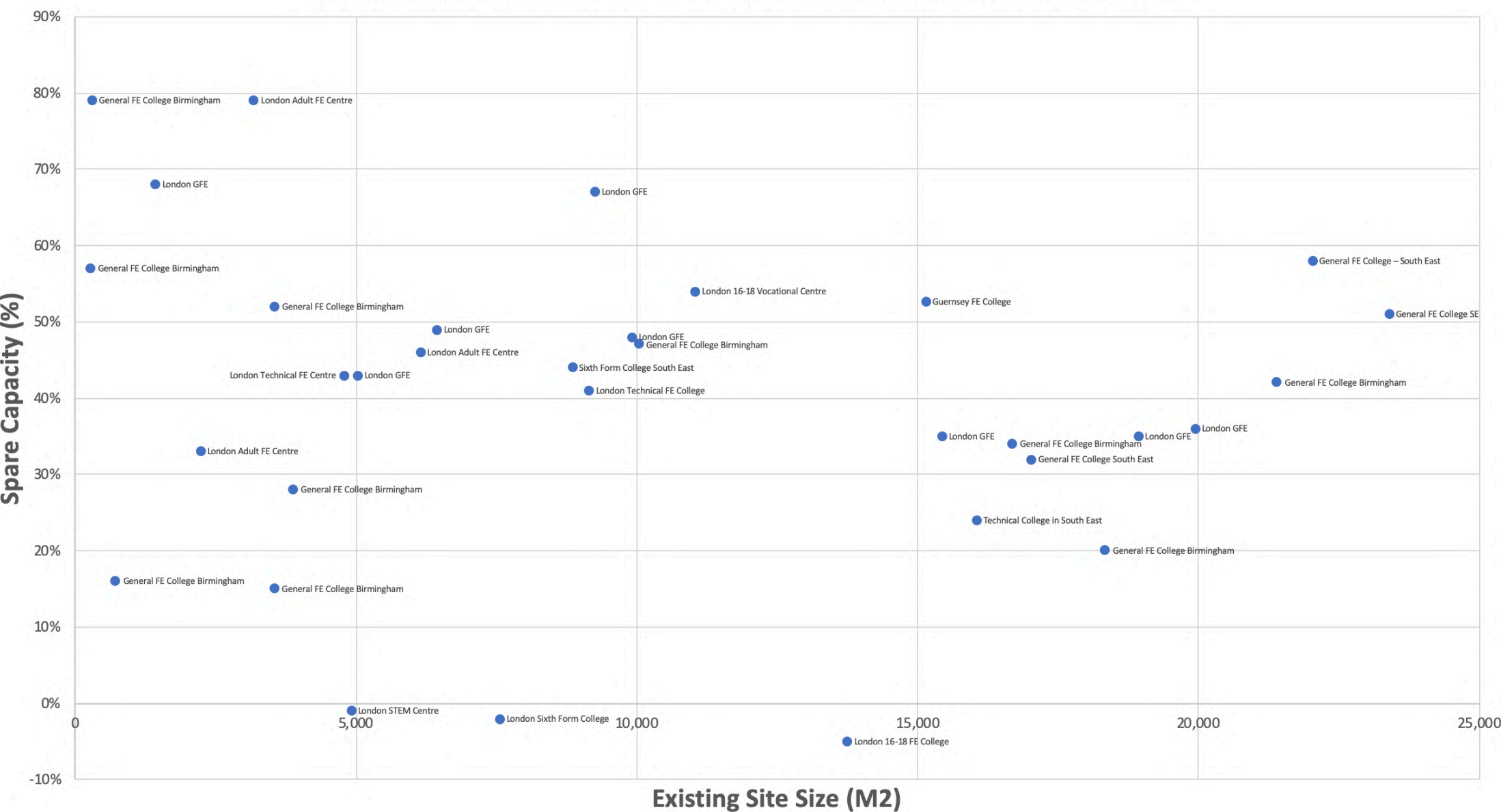
4f. Space Planning – A Detailed Space Planning Assessment

| Subject Group	Annual SGLH	no. of wkplcs at Utilisation of: MNW	40%	General Purpose Classroom (2.1 m2/wkpl) %age	Wkplcs	GP Area (m²)	IT Room (2.3 m2/wkpl) %age	Wkplcs	IT Area (m²)	Small Scale Specialist Space (3.2 m2/wkpl) %age	Wkplcs	SS Area (m²)	Medium Scale Specialist Space (5.0 m2/wkpl) %age	Wkplcs	MS Area (m²)	Large Scale Specialist Space (6.5 m2/wkpl) %age	Wkplcs	LS Area (m²)	Extra Large Scale Spec. Space (7.5 m2/wkpl) %age	Wkplcs	ELS Area (m²)	TOTAL TEACHING Wkplcs	Area (m²)
Access HE Health & Science	13,500	9	23	40%	9	20	20%	5	11	40%	9	30	0%	-	-	0%	-	-	0%	-	-	23	60
Access HE Business Studies	15,453	11	27	90%	24	51	10%	3	6	0%	-	-	0%	-	-	0%	-	-	0%	-	-	27	57
Art & Design	55,335	38	96	0%	-	-	20%	19	44	40%	38	123	40%	38	192	0%	-	-	0%	-	-	96	359
Business	62,861	44	109	70%	76	160	30%	33	75	0%	-	-	0%	-	-	0%	-	-	0%	-	-	109	236
Catering & Hospitality	7,162	5	12	20%	2	5	0%	-	-	40%	5	16	40%	5	25	0%	-	-	0%	-	-	12	46
Childcare & Education	21,928	15	38	100%	38	80	0%	-	-	0%	-	-	0%	-	-	0%	-	-	0%	-	-	38	80
Construction	57,159	40	99	15%	15	31	5%	5	11	0%	-	-	25%	25	124	55%	55	355	0%	-	-	99	521
Counselling	27,132	19	47	70%	33	69	0%	-	-	30%	14	45	0%	-	-	0%	-	-	0%	-	-	47	114
English	52,290	36	91	100%	91	191	0%	-	-	0%	-	-	0%	-	-	0%	-	-	0%	-	-	91	191
ESOL	30,443	21	53	100%	53	111	0%	-	-	0%	-	-	0%	-	-	0%	-	-	0%	-	-	53	111
Foundation Learning	17,280	12	30	80%	24	50	20%	6	14	0%	-	-	0%	-	-	0%	-	-	0%	-	-	30	64
Functional Skills	21,150	15	37	85%	31	66	15%	6	13	0%	-	-	0%	-	-	0%	-	-	0%	-	-	37	78
Hair & Beauty	39,391	27	68	15%	10	22	5%	3	8	0%	-	-	40%	27	137	40%	27	178	0%	-	-	68	344
Health & Social Care	34,941	24	61	60%	36	76	25%	15	35	15%	9	29	0%	-	-	0%	-	-	0%	-	-	61	140
Life Skills Centre	1,620	1	3	80%	2	5	0%	-	-	20%	1	2	0%	-	-	0%	-	-	0%	-	-	3	7
Maths	51,462	36	89	80%	71	150	20%	18	41	0%	-	-	0%	-	-	0%	-	-	0%	-	-	89	191
Media, Gaming & Computing	59,895	42	104	0%	-	-	100%	104	239	0%	-	-	0%	-	-	0%	-	-	0%	-	-	104	239
Motor Vehicle	18,900	13	33	10%	3	7	20%	7	15	0%	-	-	0%	-	-	0%	-	-	70%	23	172	33	194
Online Learning	108	0	0	0%	-	-	100%	0	0	0%	-	-	0%	-	-	0%	-	-	0%	-	-	0	0
Public Services	37,614	26	65	60%	39	82	20%	13	30	0%	-	-	20%	13	65	0%	-	-	0%	-	-	65	178
Science	16,798	12	29	20%	6	12	0%	-	-	80%	23	75	0%	-	-	0%	-	-	0%	-	-	29	87
Sport	28,644	20	50	20%	10	21	0%	-	-	0%	-	-	0%	-	-	0%	-	-	0%	-	-	10	21
Teacher Training	4,559	3	8	70%	6	12	30%	2	5	0%	-	-	0%	-	-	0%	-	-	0%	-	-	8	17
Total	675,625	469	1173		581	1221		238	548		100	320		109	543		82	533		23	172		3,337
TOTAL TEACHING	50%																						3,337
LEARNING	5%																						334
OTHER	20%																						1,335
BALANCE	25%																						1,668
Gran Total																							6,674

4g. Size, Shape & Layout – All Impact and Occupancy Capacity

46m2 general purpose room using the **longer** teaching wall
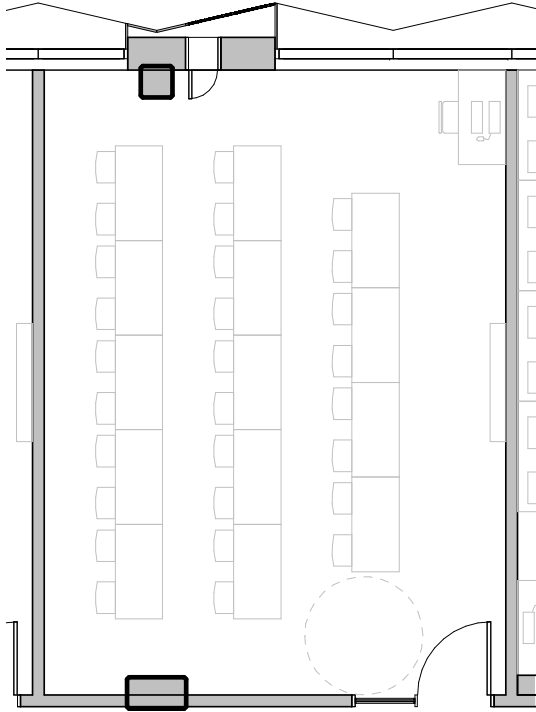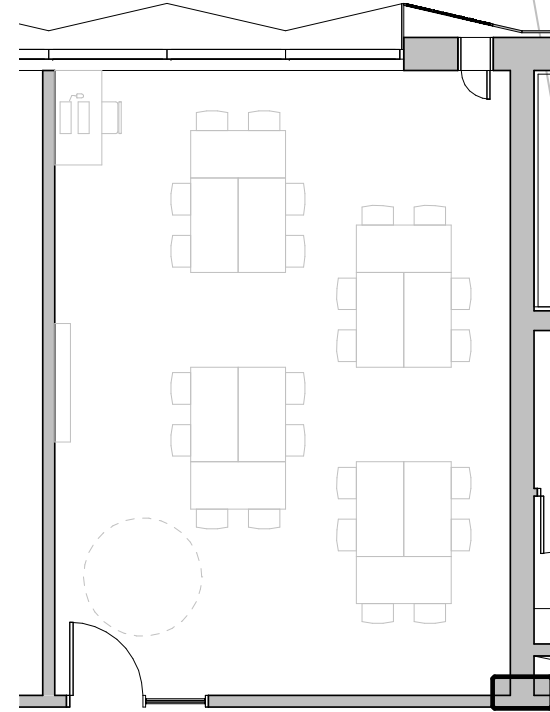

Small General Teaching Classroom
46sqm

Traditional lecture arrangements
Two per students per 1200x600
desks
~max. 28no. students
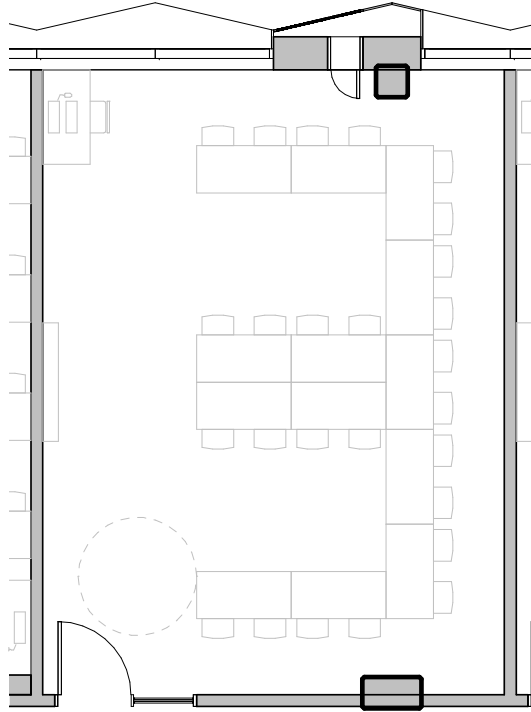
Small General Teaching Classroom
46sqm

Horseshoe/ boardroom
arrangement
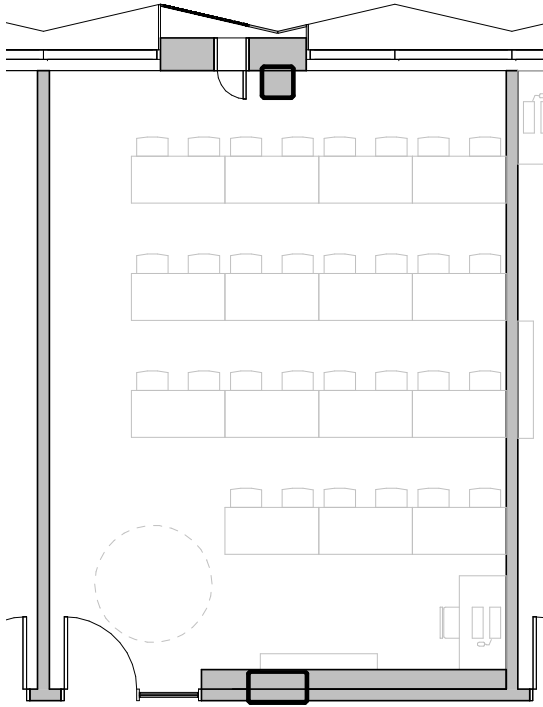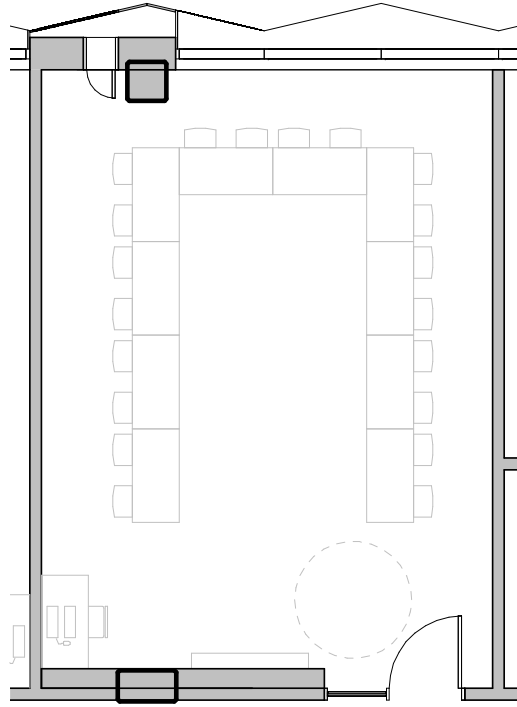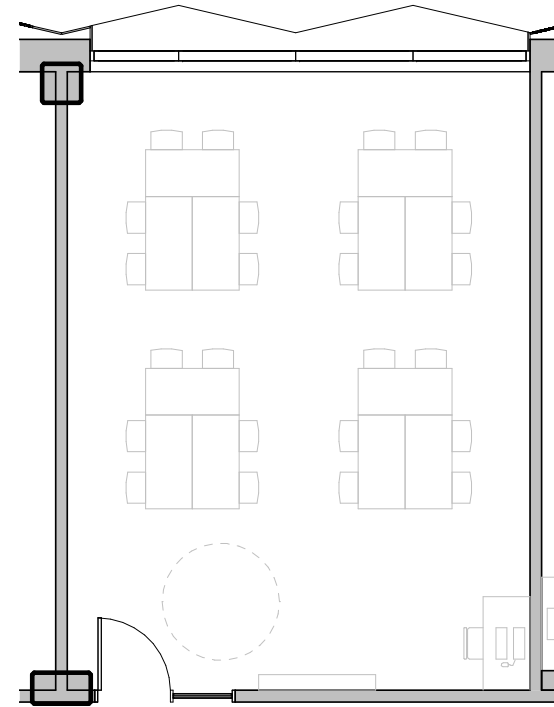Two students per 1200x600 desks
~max.26no. students

Small General Teaching Classroom
46sqm

Group working arrangement
Two students per 1200x600 desks
~max. 24no. students

PMc
Peter Marsh Consulting Ltd.

4h. Size, Shape & Layout – All Impact and Occupancy Capacity

46m2 general purpose room using the **shorter** teaching wall

Small General Teaching Classroom
46sqm

Traditional lecture arrangements
Two per students per 1200x600 desks
~max. 30no. students

Small General Teaching Classroom
46sqm

Horseshoe / boardroom arrangement
Two students per 1200x600 desks
~max. 20no. students

Small General Teaching Classroom
46sqm

Group working arrangement
Two students per 1200x600 desks
~max. 24no. students

PMc
Peter Marsh Consulting Ltd.

4i. Group Teaching and/or Learning Spaces

4j. Space Planning – Constraints & Opportunities

- Aligning Room Sizes with typical occupancy demand;
- General Purpose Teaching Spaces vs IT teaching rooms – move from fixed to mobile technology;
- Social Learning Spaces & Café Spaces vs 'Library and LRC spaces';
- Curriculum zoning based on current size of curriculum areas rather than 'historic' use & ownership of rooms; and,
- Some teaching spaces designed for groups of 2/3 – in workshops and in IT labs and in Hospitality & Catering.

PMc

Peter Marsh Consulting Ltd.
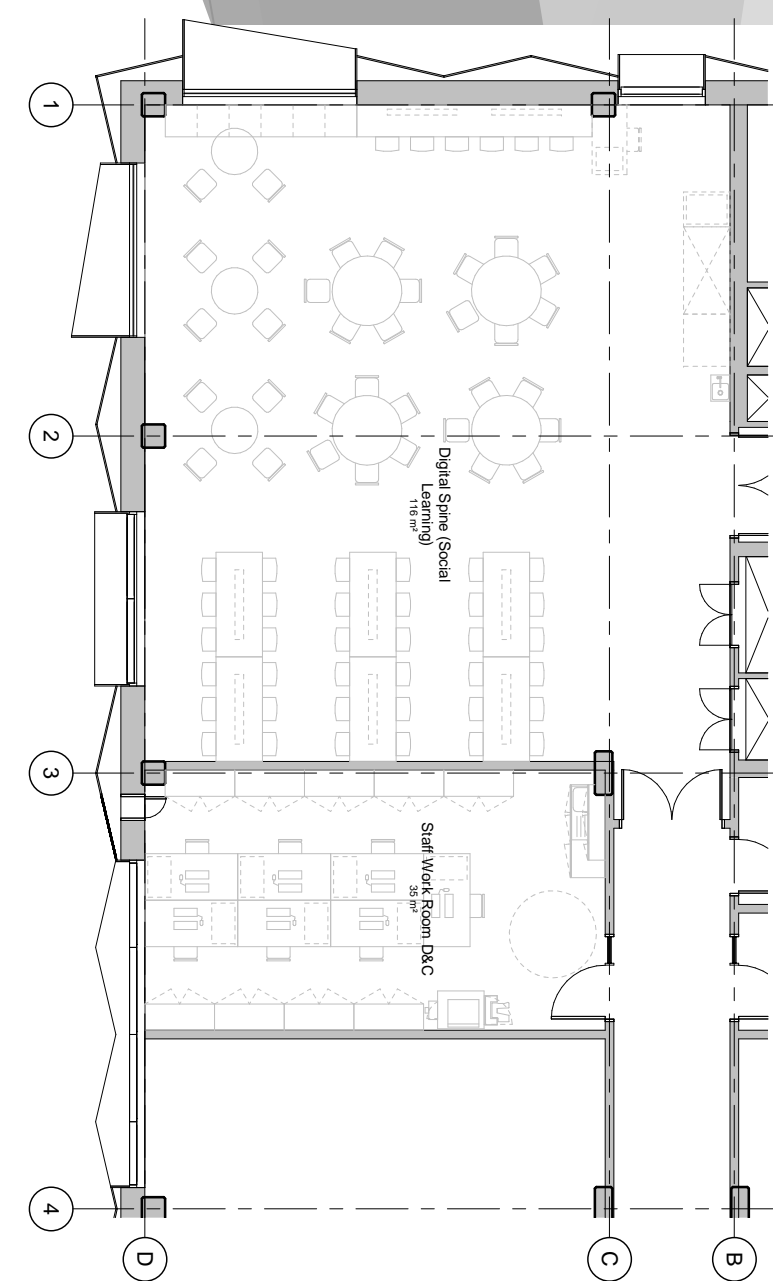
5. Optimisation of Estates – Options Analysis

5. An Example Options Analysis Grid –

Typical Assessment Criteria to Judge Alternative Future Estate Options

Criteria:

1. Coherence of student offer: A levels, Vocational and Professional/ Higher Level
2. Size of estates – right sizing to reduce costs
3. Travel to study impact – protecting market share
4. Operational Costs – reducing "unnecessary" duplication
5. Strategic fit with planning policy

6. Strategic fit with LEP
7. Capital cost of funding - affordability
8. Future capacity to grow
9. Ability to deliver whilst maintaining operation
10. Delivery of new & updated facilities

Rank each criteria 1-10 and agree a 1-10 weighting score to allow the raw scores to be ranked according to the importance of each criteria element.

PMc
Peter Marsh Consulting Ltd.

6. Finance & Funding

6. Finance & Funding

Funding Source	Opportunities	Constraints
Land Sale	• Release cash from spare assets; • Deliver new homes.	• Change of planning use; • Sport England Objections; • Covenants.
LEP Funding	• Employer-linked; • Grant & Loan funding; • Match funding; • Ideal for 'oven-ready' schemes.	• Funding agreement objectives; • Generating match; • Employer involvement; • Targeted Skills Sectors; • Timescales to finalise agreements.
T-Level Funding	• New build & refurbishment; • Equipment and Building costs allocations.	• T-Level Pilots; • Targeted skills areas;
Use of Operating Cash/ Reserves	• Control and scope of spend not constrained as above.	• Tight revenue funding limits college's ability to generate cash from operating activities.

PMc
Peter Marsh Consulting Ltd.

7. PMc Partners – The People We Work With to Make a Difference

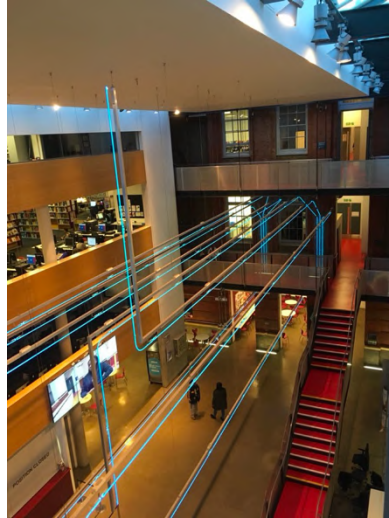# 7a. The Architects We Have Worked With
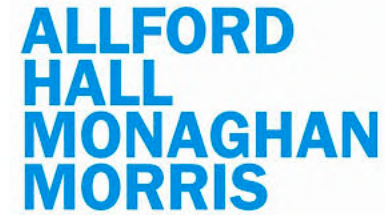
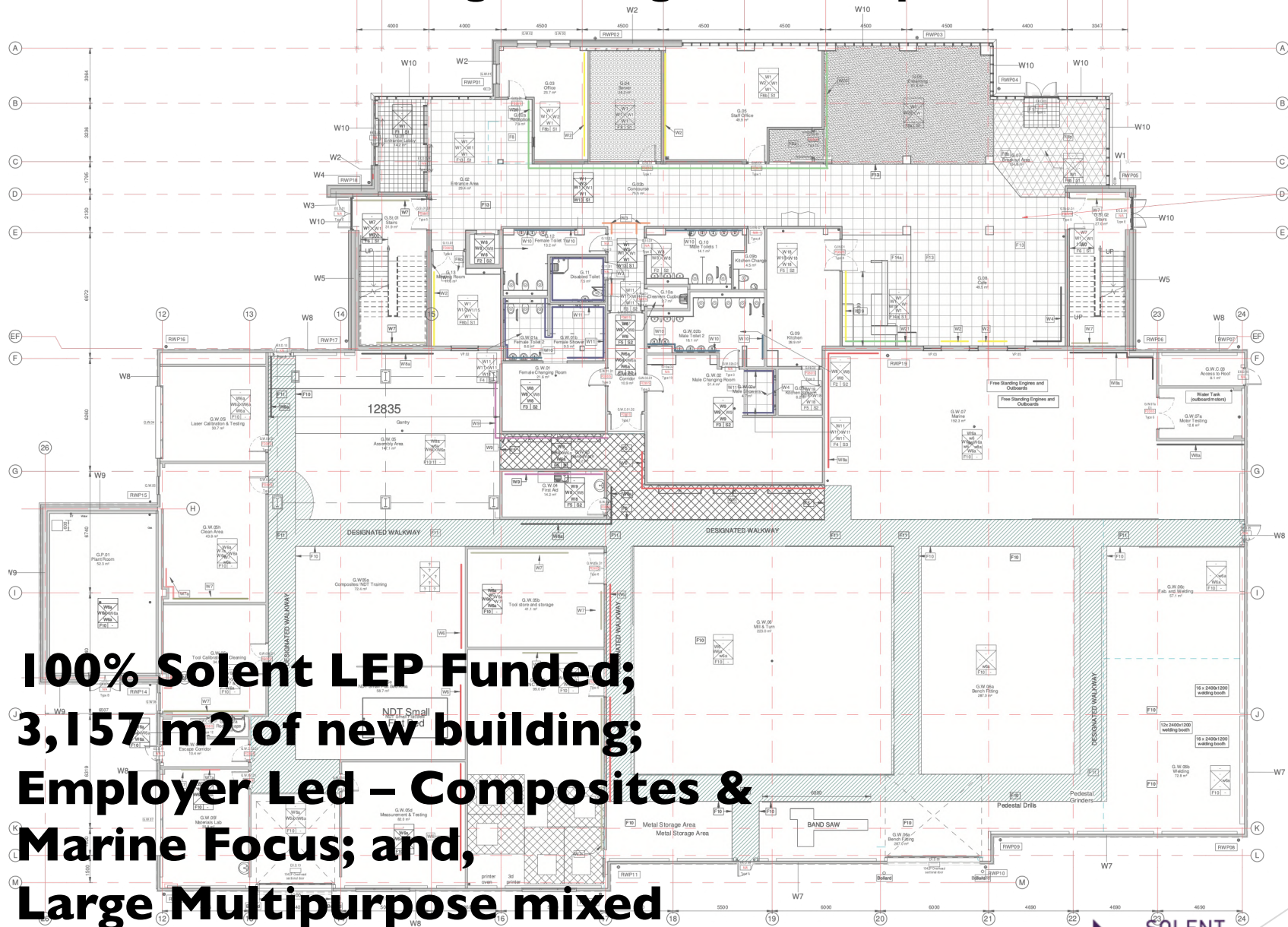# 7b. Large Main Contractors We Have Worked

8. Case Studies

8a. City & Islington College

- Delivered 2000-2005;
- LSC & Site Sale Funded;
- 13 sites to 5;
- 52,000m^2 to 35,000m2;
- £65m project delivering 30,000m^2 of new & upgraded teaching spaces;
- Five Centres of Excellence contributing to an OFSTED Outstanding; and,
- Utilisation improved from 25% to 40% over the period.

- **100% Solent LEP Funded;**
- **3,157 m2 of new building;**
- **Employer Led – Composites & Marine Focus; and,**
- **Large Multipurpose mixed group workshop space.**

8c. Fareham College

- £28m two site campus redevelopment;
- 4,000 New Build & CEMAST;
- 11,000 New Build& Refurbishment at Main Campus;
- 1,000 further new build @ CETC;
- Funded from Solent LEP, Hampshire County Council & Site Sale Receipts; and,
- Estates development contributed to OFSTEAD Outstanding & AoC College of the Year 2018.

As Principal, I had a vision, but I needed someone to bring it to fruition. Peter Marsh presented the ideal solution; knowledgeable about further education, an expert in project management and with astute financial management, Peter gave Fareham College the required expertise to deliver the 'dream'.
Nigel Duncan - Principal, Fareham College

8d. The Henley College
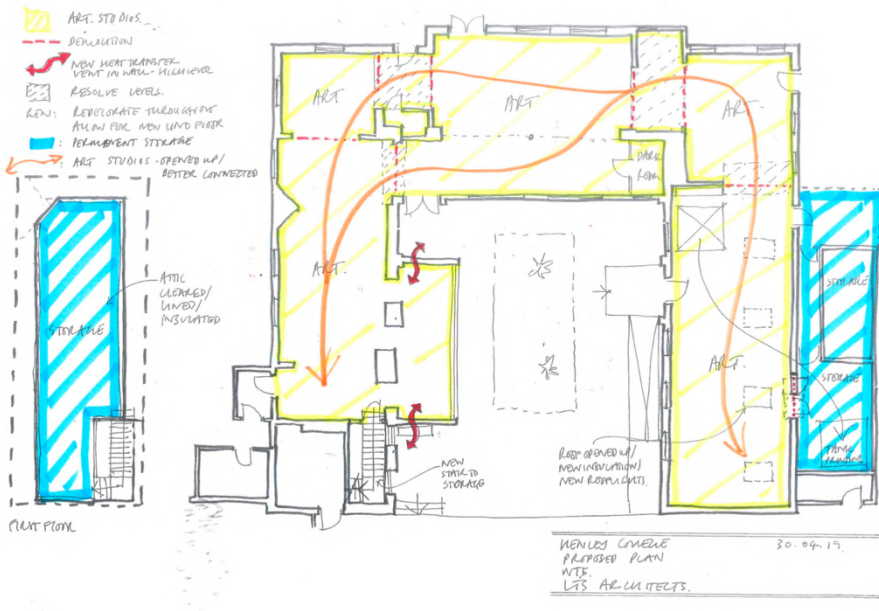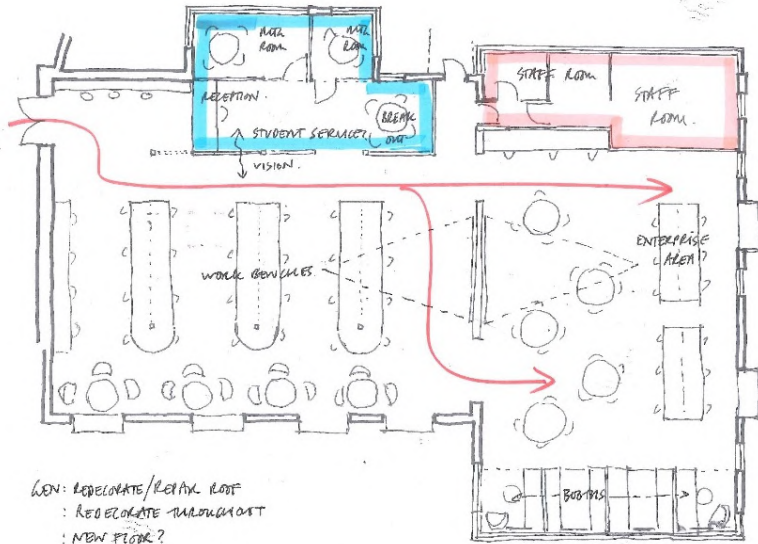
- Estates Strategy concluded existing 2 sites as optimal long term plan;
- OxLEP grant £1m investment in STEM & Digital spaces in existing building;
- Phase 1 – summer 2018;
- Phase 2 & 3 2019 & 2020;
- HE precedent images,

8e. Havant & South Downs College

- Estates Strategy to supper H & SD merger 2017 and then Alton College merger 2019;
- Phase 1 works summer 2017 – Reception transformation;
- Phase 2 & 3 – Havant A Level Centre for Excellence – 2018;
- T-Level and Solent LEP bids submitted.

HS DC HAVANT & SOUTH DOWNS COLLEGE

PMc Peter Marsh Consulting Ltd.

8e. Havant & South Downs College – Future Realities Centre

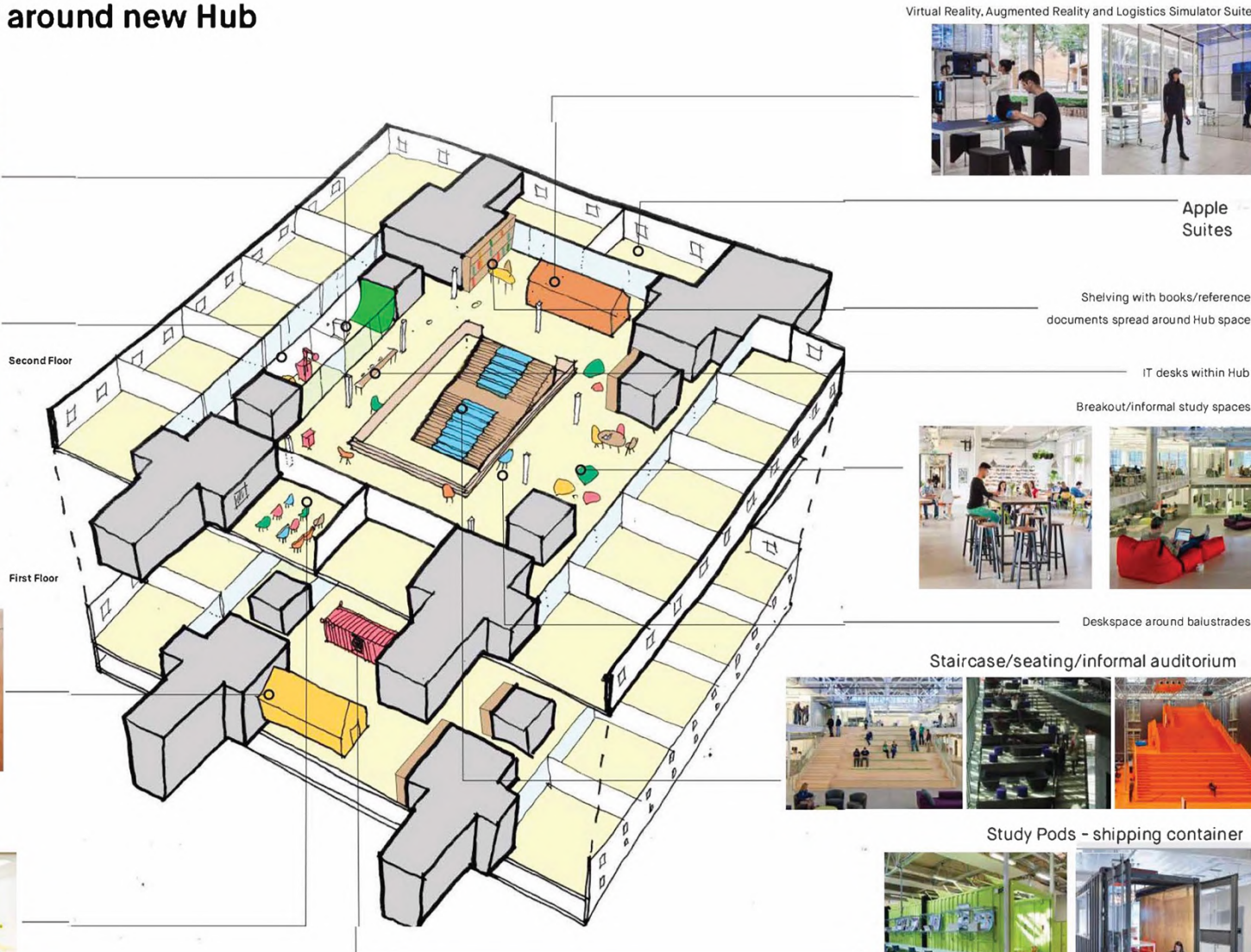## Activity Zones in and around new Hub

Green screen media room

Make Spaces/3d printing

Study Pods - purpose made pavilions

Classrooms with glazed partitions

Virtual Reality, Augmented Reality and Logistics Simulator Suite

Apple Suites

Shelving with books/reference documents spread around Hub space

IT desks within Hub

Breakout/informal study spaces

Deskspace around balustrades

Staircase/seating/informal auditorium

Study Pods - shipping container

Second Floor

First Floor

- £8.5 m refurbishment of 1974 main building;
- Delivery subject to LEP bid and raising funds from site sales receipts;
- Transforming deep-span cellular spaces to create modern inspiring learning places;
- A new curriculum with digital and STEM at its heart;
- Mix of traditional & flexible teaching spaces with zones of social learning spaces.

PMc
Peter Marsh Consulting Ltd.

8f. Lambeth College

- Estates Strategy to support merger with LSBU;
- £20m LEAP Grant to co-fund Nine Elms STEAM Centre;
- STEAM Centre to start on site early 2020 – 10,000 m2 of science, tech, construction, digital & dentistry spaces;
- Reduction in area from an inefficient 40,000 m2 to an efficient 25,000 m2;
- Generation of match funding from site sales & student residential development.

London South Bank University

Lambeth College
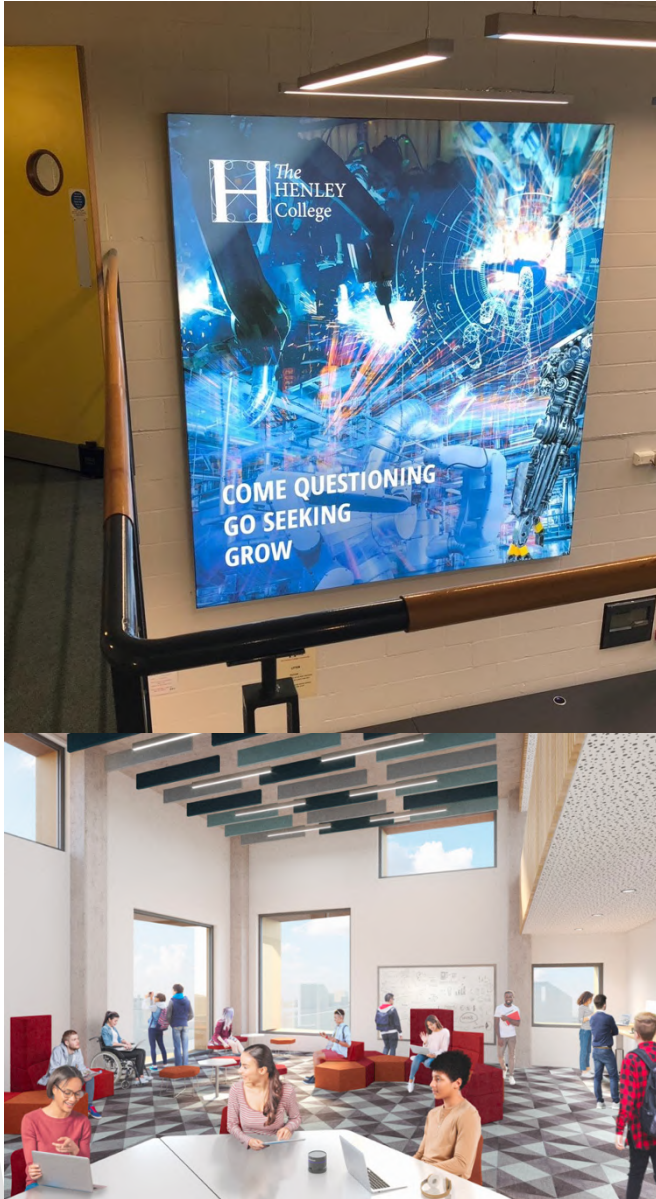The Careers College

PMc
Peter Marsh Consulting Ltd.

9. Some Key Themes

9. Key Themes

- Right-sizing estates saves running costs (£75 - £100 psm) and helps create more vibrant learning communities;
- Most Colleges are under-utilising their estate – mismatch of room sizes and class sizes and/or timetables that restrict use to <30 hours per week;
- Employer-led and STEM/Digital curriculum are key to attracting LEP funding;
- Classroom layouts are as important as area in maximising the usefulness of spaces;
- Informal & social learning spaces are key;
- Refurbishment projects can be as – and sometimes more – transformational than new buildings; and,
- Collaborative teams make a difference.

PMc
Peter Marsh Consulting Ltd.