

Interbuild
20th October 2009

Sustainable Construction
for the Education Sector



Imagine
Create

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Q.

'The BSF programme has no precedence in terms of investment in our schools infrastructure. How do we ensure that we use this investment to provide more sustainable educational buildings?'

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1) The objective

The characteristics of a 'Sustainable Education Building'. Is it.....

- A centre of excellence for educational opportunity?
- A community hub that is adaptable for multiple uses?
- A building that staff and pupils want to occupy?
- An enterprise which improves the life chances of its pupils?
- A property suitable for long term maintenance and life-cycling?
- An estate with a minimised relative carbon footprint?
- A building which not only 'houses' its occupants within a sustainable environment but one which promotes those within to be sustainable.

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2) The Level of Investment

The funding available . .

- Funding envelope.

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Lead Lease

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- There is not enough money – there is of course never enough money - and so compromises and innovative solutions are essential.
- And so the competing design dynamics have to be managed into a sustainable solution without losing sight of educational transformation
- But what are the design dynamics that drive this process?

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3) The Design Drivers

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Competing Design Dynamics:-

- Educationally lead investment approach
 - Education drivers considered before all else
- Non-negotiable basics for pupils and staff
 - Safe
 - Warm
 - Dry
- Flexible and adaptable for Educational Transition and community access / use
- Opex drivers for robustness and longevity this shouldn't just be about Capex.
- Ubiquitous ICT
- CABE, DQI, BREEAM, Build Reg's, BB's, Planning, SbD, DDA , KPI's, GMR's and more
- Low embedded carbon
- Carbon emission in-use targets
- Lend Lease waste reduction targets
- Programme, buildability and cost

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4) Assemble an approach

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Having understood the objective, the funding and the drivers . . .

- Establish an integrated design team with clearly articulated responsibilities

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Approach

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Having understood the objective, the funding and the drivers . . .

- Establish a project based integrated design team with clearly articulated responsibilities.
- Formulate an overarching set of design principles that each design team can draw from.

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Approach

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Having understood the objective, the funding and the drivers . . .

- Establish a project based integrated design team with clearly articulated responsibilities.
- Formulate an overarching set of design principles that each design team can draw from.
- Monitor development, against the plan and continue to evolve, incorporating lessons learned and new ideas as part of the development process.

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'The BSF programme has no precedence in terms of investment in our schools infrastructure. How do we ensure that we use this investment to provide more sustainable educational buildings?'

A.

1. Understand what a sustainable school is in the round
2. Form truly integrated design teams with responsible and experienced leadership. All members to have an equal voice but recognise that compromises may have to be made
3. Provide a central, overarching framework that touches on all of the Design Dynamics and makes reference to the importance attached to each. Importantly – ensure that the design teams understand and implement its intent
4. Ensure that this framework is flexible enough to allow updates to incorporate developing best practice and regulatory changes
5. Draw on the wider experiences of 'Sustainability Practitioners' to inform thinking and monitor the implementation of proven, robust solutions

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