



Leading learning and skills

Guidance for Further Education Colleges on the Management of Floor Space

May 2007

This annex is to be read in conjunction with the LSC Capital Handbook (November 2006). Of interest to further education providers, external institutions and specialist colleges.

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Guidance for further education colleges on the management of floor space.

This document is an annex to the LSC capital handbook, published November 2006.

Introduction

1 This Annex provides guidance for FE colleges on the management of floor space and an explanation of the different methods of measuring and calculating floor space utilisation. The Annex also explains the key changes to the LSC's space utilisation guidance as recommended by the FE sector space management group and as accepted by the LSC and sets out a method for assessing floorspace requirements in specialist colleges for students with learning and other disabilities.

2 This annex also contains the following appendices:

- Appendix 1 – Guidance for Specialist Colleges
- Appendix 2 – Guidance on undertaking a room utilisation survey
- Appendix 3 – Room utilisation survey template

3 This guidance is based on existing space guidance and methodology previously included in *LSC Circular 02/20* and partly upon the results of the research by the architects, Bond Bryan into the use of space in existing college buildings, recently completed college projects and best practice within colleges, as accepted by the LSC.

4 This guidance is not directly applicable to schools or other local authority institutions. Those schools seeking guidance on space utilisation requirements for post-16 provision should refer to the 16-19 capital fund guidance document: (<http://readingroom.lsc.gov.uk/lsc/2005/funding/streams/16-19-capital-fund-guidance-2006-07-onwards.pdf>). However some of the information contained within this paper can be used as a guide by schools seeking information on the space requirements for 14-19 vocational centres. In these cases it is advisable that

requirements are discussed with the appropriate LSC regional property advisor.

Summary

5 In summary the LSC space utilisation guidance for the FE sector comprises of the following:

Unchanged Elements of the Space Guidance (as previously included in circular 02/20)

- The continuation of the Guided Learning Hour / Minimum number of workplaces (MNW) space methodology.
- The continuation of the existing area per MNW allowances (subject to some exceptions as listed below).
- The continuation, unchanged, of the workplace utilisation study methodology (or headcount surveys).

New elements of the space guidance

- A new more generous allowance for social and communal space through the provision of atria which will no longer be included in calculations of justified gross internal areas
- Consequential changes in the recommended breakdown in the gross floor area of colleges, i.e. the percentage split between teaching and learning space, communal or support space and balance space
- Some minor changes in the area workplace standards (which were originally included in FEFC circular 97/17).

Background

6 The previous advice to the FE sector covers three key topics and is included in the former *FEFC Circulars 97/37 and 97/17* and restated in *LSC Circular 02/20*. In summary, the previous guidance was based upon two complimentary assessments (the Guided Learning Hour and Workplace Utilisation methods) and one recommended distribution of floorspace.

Guided Learning Hour Method

7 This proposes a gross college floor area according to the number of on-site guided learning hours delivered annually during the daytime period (9am – 5pm). The method identifies a target figure with a lower acceptable design limit and a higher acceptable design limit and college floor space requirements must be within that range.

Workplace Utilisation Studies

8 This method calculates the total number of hours during which workplaces are used and compares it with the number of available hours. After taking the trend of college growth or decline in Guided Learning Hours into account, and adding realistically expected growth, this information can also be used to model the demand for space.

Distribution of the use of the Gross Floor Area

9 The recommended distribution of the Gross Floor Area into appropriate amounts of teaching, learning, other usable and balance space (circulation, toilets and plant rooms).

Research Findings

10 The research by Bond Bryan was commissioned by the LSC through its Working Group on Space Management to review current advice and provide further guidance to the sector. The research covered a number of activities including:

- The analysis of gross floor area breakdowns in over 80 existing colleges

- The analysis of gross floor area breakdowns in 14 recently designed colleges
- The analysis of typical workplace standards across 1,700 existing and recently constructed college teaching spaces
- The exploration of requirement for additional resource areas (including the integration of technology) in teaching environments through theoretical teaching models

11 Some of the recommendations stemming from this research, which have been adopted by the LSC, are set out in this annex. The following outputs were produced in this research:

- Review of the Guided Learning Hours Method
- Review of the Workplace Utilisation Study Method
- Review of the Gross Floor Area Breakdown recommendations
- Review of the workplace standards

Guided Learning Hour Method

Definition of Guided Learning Hours

12 *Guided Learning Hours* are defined as the teaching contact hours delivered to a student. They are not simply the hours on the Individual Learner Record, which for some students records learning rather than teaching. All teaching is intermediated learning, in which a teacher assists the development of a learner's understanding through lectures, guided class discussions, and demonstrations of practical skills. Guided learning hours do not include:

- Open learning
- Blended learning
- Programmed areas of self-study
- Timetabled hours devoted to study as part of the Learning Agreement Contract

Learning is obviously not guided where there is no teacher present, where the learner is in the Learning Resource Centre or college library, or in open learning courses (such as the European Computer Driving Licence) where learning is delivered through the internet or via a

college-provided computer learning disk or DVD.

13 The eligible Guided Learning Hours which are used in assessing the need for college floorspace is on-site daytime guided learning hours (GLH). These hours must be on-site, delivered by a lecturer or teacher to students attending the college's sites, and delivered during the day, between 9.00am and 5.00 pm. Teaching hours delivered off-site, for example in work experience in an employer's premises, does not count towards calculating the floorspace requirement of the college. Evening hours do not count towards eligible guided learning hours because for the vast majority of colleges the evening peak is not higher than the daytime use of the college.

14 For those few colleges majoring in the provision of adult education, the qualifying hours may be a different eight-hour span. For example, some London colleges delivering adult education have, with the prior consent of the Regional Property Advisor, redefined "daytime" as the eight-hour period from 2.00 pm to 10.00 pm. This definition produces higher on-site guided learning hours for these colleges because the evening period has more GLH than the morning period.

15 Due to changing educational policy, not all daytime on-site guided learning hours are recorded on the college's Individual Learner Records (ILR). The hours which may not be recorded are:

- Teaching hours delivered to 14-16 year olds (a change in the ILR to record these hours may occur in future)
- Teaching hours delivered to franchised HE students
- The portion of hours spent in-college by students receiving teaching or training, or taking examinations as part of a course of Work-Based Learning

16 It is legitimate to increase the college's GLH to accommodate these students, as follows:

- Total Guided Learning Hours delivered to 14-16 year olds can be calculated by multiplying their

numbers by the average hours delivered to each 14-16 year old student during the year

- Numbers of HE students are recorded on the ILR, and the LSC GLH calculation programme has allowed for the GLH of these students by multiplying their numbers by the average hours on their courses (this procedure depends upon colleges recording HE student numbers on the ILR – a few do not)
- The eligible GLH spent in-college by students pursuing a course of Work-Based Learning is again calculated by multiplying WBL student numbers by their *college on-site* guided learning hours.

17 Many colleges now have card-based student entry and departure systems that record, through a central computer, a student's total time on-site and their class attendance. In some colleges, Educational Maintenance Allowances are directly linked to these systems, and if a student is not recorded as in attendance, the allowance will not be paid.

18 The time a student spends on the college site is not guided learning, but includes time on social activities and time spent in unguided learning. On-site hours are not all guided learning hours.

The calculation of floorspace from on-site Daytime Guided Learning Hours

19 The Space Management Working Group of 2006 concluded that this method provided clear advice on a consistent basis to all colleges and therefore remains the determining tool for establishing an appropriate floor space allowance.

20 The method converts a college's latest annual on-site daytime guided learning hour (GLH) data (as defined above and as recorded on the college's Individual Learner Records adjusted by any projected growth or decline) into a range of requirements for floorspace. The growth (or decline) assessment should accurately reflect any adjustments anticipated in the college's Strategic Plan and associated planning documents. The resultant GLH is then divided by the typical number of annual delivery hours (assumed

to be 40 hours a week for 36 weeks = 1440 hours) to determine the minimum number of workplaces (MNW). The MNW is the expression of the theoretical number of workplaces needed if workplace utilisation were 100%.

$\text{MNW} = \text{GLH} / 1,440$

It follows from this calculation that the theoretical workplace utilisation is equal to the MNW divided by the number of workplaces. That is

$$\text{Scheduled workplace utilisation} = \text{MNW} / \text{Observed numbers of workplaces}$$

21 It is appreciated that, in practice, workplace utilisation of 100% is never achieved, but the usefulness of the MNW is twofold. First, an appropriate area per MNW provides the basis for calculating the justified gross internal area for a college, and second, the MNW provides the basis for establishing the number of student workplaces required by a college at a planned level of space utilisation.

22 The calculation of a college gross internal area, and the establishing of a required college capacity, based on the MNW of the college, is illustrated as follows:

- A core fixed allowance of 1,500m² was provided for every college from the publication date of Circular 02/20
- An additional allowance of 150m² (to allow for dedicated social space for under 16 year olds) is added to this if a 14-16 year old student cohort is present or predicted for the college
- Most of a college's space allowance is built up using a MNW space allowance system. The allowance is

Table 1

Core allowance = 1,650m ² (1,500 + 150 for 14-16 years core)	
MNW	= 2,000,000/1440 = 1,389
College minimum floor area	= (m ² rate x MNW) + Core allowance = (11.5 x 1,389) + 1,650 = 17,600 m ²
College maximum floor area	= (m ² rate x MNW) + Core allowance = (14.5 x 1,389) + 1,650 = 21,800 m ²

- between 10.0m² and 13.0m² per MNW for sixth form colleges and
- between 11.5m² to 14.5m² per MNW for other colleges.

(Note that there is now a third category - the floorspace allowances for specialist colleges for students with learning and other disabilities is provided in Annex E2.)

23 A sample calculation for a General Further Education College with 2,000,000 on site guided learning hours is given below.

24 It is possible to allocate the gross floorspace and college capacity into teaching room types using the methodology described in Annex C2.

25 The area per MNW is based on the proportion of guided learning hours accommodated in specialist teaching facilities. This data is generated by the space needs assessment spreadsheet. Predominantly classroom-based General Further Education Colleges requiring few large-scale vocational training environments are generally assumed to require floor space in the middle or lower half of the range. Other General Further Education Colleges (GFECs) with a high proportion of workshops/studios or realistic working environments may have to plan more carefully in order to operate within the upper acceptable limit floor space allowance.

26 The existing recommended ranges of 10.0m² to 13.0m² per MNW for sixth form colleges and 11.5 m² to 14.5 m² per MNW for all other colleges remain unchanged. Any college seeking capital grant support from the LSC needs to make sure that it is within these floor area ranges

A Workplace Utilisation Study

27 This method originally outlined in former *FEFC Circular 97/17* can provide a reasonable, reliable and detailed assessment of current room-by-room activity, attendance and utilisation. The instructions on how to undertake a headcount survey (also known as a room utilisation survey) in order to calculate the workplace utilisation are included at Appendix 2. From this information accurate demand for teaching space (based on current delivery) can be established.

28 The method employs a headcount (room utilisation) survey across a typical one- or two-week period. It is accepted that Space utilisation surveys may represent a significant overhead for some colleges. A one week survey is compulsory but a second week may be desirable to establish a consistent pattern, and helps assessors to consider favourably when assessing a colleges property strategy and associated capital bid. The headcount is ideally conducted in October or not before whenever the college experiences peak demand for space. The college counts students occupying each teaching space (or any space normally used for the delivery of guided learning hours), during every hour of the week from 9am to 5pm (a total of 40 counts per room). A template pro-forma (Appendix 3) is available on the LSC website.

29 Some colleges with computerised timetable and attendance recording systems may be able to derive supportive workplace utilisation data from these systems but there is no substitute for a physical check verifying actual workplace utilisation. Computerised systems often seem to over-record attendance, and learning in such systems has often been misclassified as guided learning. Computerised systems may, by their nature, be prone to considerable adjustment and the reality check of a headcount and workplace use survey is more reliable as a guide to the constantly changing pattern of floorspace use.

30 Results can be summarised as follows:

Frequency (or room use)

31 This is expressed as a percentage and represents the proportion of the time that rooms in the sample were in use over the 40-hour week. It is calculated as follows:

$$\text{Frequency of room use} = \frac{\text{rooms in use} \times 100}{\text{rooms available for use}}$$

For example if, by counting hourly, a college recorded 600 instances of room use and had 800 teaching rooms then it would have a frequency of 75%:

$$\text{Frequency (room use)} = \frac{600 \times 100}{800} = 75\%$$

It is necessary to base the measurement of frequency on a 'standard core working day'. This is defined as the 8 hour period of 9am – 5pm. Lunch time periods and break time periods are to be included in the analysis. There will be some colleges where the core period is different. In these cases the frequency rate should be standardised across this period which may require you to make adjustments. Thus if existing information on the frequency runs from say 8.30am – 5.30pm, then this should be adjusted to cover the period 9am – 5pm. The date when the survey was carried out should be noted in the database.

Occupancy (or seat use)

32 This is also expressed as a percent and represents the proportion of the seats that are occupied when rooms are in use over the 40-hour week. It is calculated as follows:

$$\text{Occupancy (seat use)} = \frac{\text{average number of workplaces in use}}{\text{average number of workplaces in available teaching rooms}}$$

For example if the same college recorded a total of 20,000 'student hours' (the aggregate of all counts) spread over 2,000 instances of room use then the average group size would be ten students. If the college's 100 teaching spaces provided 2,500 workplaces then an average room's

capacity would be 25 workplaces. In this instance the occupancy would be 40%:

$$\text{Occupancy (seat use)} = \frac{10}{25} = 40\%$$

As with measuring frequency, occupancy should be measured over the standard core working day as referred to above with adjustments made as necessary to match the 8 hour period specified above.

33 These two factors can be multiplied together to determine the overall workplace utilisation rate:

$$\text{Workplace utilisation rate} = \text{Frequency (room use)} \times \text{Occupancy (seat use)}$$

In the example above the college would have an overall workplace utilisation rate of 30%. That is to say the average workplace was occupied 30% of the sample week:

$$\text{Workplace utilisation rate} = \text{Frequency (75\%)} \times \text{Occupancy (40\%)} = 30\%$$

The workplace utilisation methodology depends on a consistent approach to workplace sizes. In other words the actual number of workplaces should equate or be similar to the theoretical number of workplaces. The actual number of workplaces should be used in calculations of the workplace utilisation rate except where the actual number of workplaces varies by more than 10 percent of the theoretical number of workplaces. Further guidance is contained within appendices 2 and 3. Colleges should make sure that on average the actual area of the workplaces equates with the workplace allowances as set out within the workplace standards table (Table 3).

34 An alternative way of calculating utilisation is dividing the total number of counted 'student hours' by the available 'seat hours' (i.e. demand for workplaces/ supply of workplaces):

$$\text{Workplace utilisation rate} = \frac{\text{total 'student hours' in a week}}{\text{(number of seats/workplaces} \times 40 \text{ hours)}}$$

35 It is important to assess the degree to which a survey period is representative of the teaching year. This may be done by assessing student attendance levels using the following calculation.

$$= \frac{\text{Observed workplace utilisation over two weeks} \times 18}{\text{On-site daytime GLH from the ILR}}$$

This does depend on the observation period being typical of the year. Because the survey is generally undertaken during the period of highest student attendance in the year, the calculation of space utilisation levels tends to over estimate student attendance and associated space requirements.

36 By analysing the overall workplace utilisation factor, plus room use and seat use, across a range of room types and for the whole college, senior managers can have a powerful tool when considering the overall space efficiency of the college.

37 The target workplace utilisation rate that should be aimed at is **44%** based on enrolled student numbers and 100% student attendance. In the case of a space utilisation survey or head count the minimum target space utilisation level is 30.8%, the difference between the target space utilisation levels represents a current maximum absence rate of 30%. Absence represents student withdrawals plus non attendance of classes during the survey period.

38 Where students are receiving payment for attending modern apprentice courses attendance levels have improved sharply. As funding is based on achievement and this is closely associated with attendance it is anticipated that attendance generally will show marked improvement. Some college using electronic registers and bulk text messaging facilities linked to mobile phones have already enhanced attendance support for students and achieved a significant improvement in attendance levels.

39 An overall workplace utilisation rate of 30%, as shown in the above worked example, is the kind of result often

observed. It is lower than the target workplace utilisation and unless demand for floorspace is likely to rise considerably, the college would need to consider a reduction in teaching space and overall floor-space.

40 These target space utilisation levels are above those specified in previous guidance notes. These new levels remain within the limits that have been defined by best practice and observed to be achievable.

41 The above techniques can be used to calculate future workplace utilisation rates (and potential room use and seat use) if the number of workplaces is reduced.

Gross Floor Area Breakdown

42 The Gross Internal Area (GIA) of a building or estate used by the LSC is the RICS definition of “the total floor space enclosed by the internal face of the external wall.” The base floor area of large voids such as atria and lightwells have previously been included within that GIA assessment as have service risers, lifts and staircases. To ensure that the void areas are not included, atria with clear head height above should be measured at base level only.

43 This total floor space of a college can be broken down into four components:

- Teaching and Learning Space – excluding administrative, social catering and communal, storage and balance space
- “Other” Usable Space – All usable space excluding teaching and learning space. These areas typically include rooms for administrative, social catering and communal, storage and assembly rooms.
- Balance Space – “Non-usable” space in a building typically includes corridors, stairwells, lifts, plant rooms and space occupied by internal walls and services.
- Atria – a new category which may be defined as consisting of fully

enclosed, usually, glass covered spaces that are a minimum of double floor height and of sufficient width to offer the opportunity of use as multi functional space. The total area of college atria must not exceed 10% of the justified gross internal area.

44 Historically colleges were advised that 60% of the gross floor area should be dedicated to teaching and learning. However the recent research commissioned by the LSC has identified a number of trends in the changes in Gross Floor Area breakdown of recently constructed college buildings that suggest an update of recommendations to the sector.

45 One key finding was that balance areas in modern college buildings represent an increased proportion of the total gross floor area compared to previous guidance. Newer buildings must provide larger circulation areas that comply with modern fire requirements and the new DDA/SENDA regulations. Furthermore, while a sustainable design approach to these buildings helps to reduce the need for mechanical ventilation and cooling, in order to achieve higher standards of thermal comfort, some new buildings tend to utilise significant areas of mechanical cooling with its associated plant areas.

46 This guidance also amends previous advice by permitting atria to be excluded from a College’s GIA. This change is being made to offer colleges and their designers flexibility in the development of individual college estates, to increase learning, social, communal or balance space and to promote good cost-effective building design. Colleges should check with their LSC regional property advisor if they are in doubt about the definition of what can and cannot be classed as being Atria.

Workplace Standards

47 Up until now the LSC has advised colleges to follow the workplace standards set out in former FEFC Circular 97/19. This circular split workplace type into nine separate categories (and one guide to the size of a study space in a Learning Resource carrel).

Table 2

This guidance now recommends that new-build estates should target the following approximate GIA floorspace area breakdown:

	Previous	New
• Teaching and Learning	60%	50%
• Other Net Space	15%	20%
• Balance Space	25%	30%
• Atria - up to		10%
Totals	100%	110%

48 The LSC Space Working Group research has established that the workplace standards in Circular 97/19 were generally found to be appropriate. However the following observations in the workplace standards were made:

- Lecture theatre spaces typically house less than 10% of all classroom-based hours (this may reflect both, currently poor levels of floorspace use in existing colleges, and lower than expected growth with lower attendance in rebuilt facilities.)
- Hair salon workplaces require less space than beauty salons with couches and a lower space standard should consequently be considered at 4.9m².
- Large scale Art and Design studios and Carpentry workshops require approximately 4.9m² rather than the 4.5m² per workplace previously recommended.

- All installation trades (including plumbing) should fall within the largest scale workplace allowance at 7.5m²

The majority of classrooms accommodate informal groups. Demonstration classrooms are the exception and generally account for well under 10% of all general purpose rooms.

49 To address these issues a more comprehensive list of twenty space types have been identified. These are set out on table 3.

Table 3

New Workplace Areas		
Category	Description	Area m²/workplace
A Flexible Use Teaching		
A1	Lecture Theatre (for close seating arrangements)	1.0
A2	Teaching in informal Groups	2.1
A3	Computers and Business (computer terminal rooms)	2.3
A4	Teaching with Demonstration Facilities	2.5
B Small Scale Vocational		
B1	Science and Technology Laboratories	3.0
B2	Electronics/Computer workshops	3.2
B3	Desk based visual arts	3.2
B4	Music/Media (edit, recording)	3.2
C Medium Scale Vocational		
C1	Bench based workshops (carpentry/joinery, furniture)	4.9
C2	Large scale visual arts (sculpture/ceramics, TV/photo studio)	4.9
C3	Hair salons	4.9
D Large Scale Vocational		
D1	Catering	6.5
D2	Performance	6.5
D3	Independent Living	6.5
D4	Beauty salons	6.5
E Extra Large Vocational		
E1	Installation trades (gas, plumbing and electrical)	7.5
E2	Motor vehicles	7.5
E3	Engineering (large machine workshops)	7.5
E4	Brickwork/Masonry/Plaster	7.5
E5	Painting and decorating	7.5

50 It is anticipated that the reduction in the size of computers and their related equipment will enable the progressive reduction in the space norm for computer facilities. Dual purpose furniture is already available that combines a computer workstation with the functions of a normal desk. This further assists the process of eventually establishing the same space norms for computer facilities as for classrooms accommodating teaching in informal groups.

51 It should be noted that the revised workplaces area table on page 10 no longer has a space allowance for learning resource centres (LRCs). The overall size of the LRC within a college will be dependant on the number of guided learning hours. It is estimated that actual attendance in LRCs is usually about 10% of GLH. This means that the teaching floorspace in the LRC should equate to about 10% of the total floorspace which is used for teaching. The theoretical area requirement for the LRC is between 5% and 9.5% of the total GIA of the college.

52 Categories A1 to A4 include the majority of hours delivered in colleges. Even a college that offers a large number of workshop-based subjects will deliver approximately 60% of hours in a classroom environment, and in some Sixth Form Colleges over 80% of delivery may be in these categories.

53 Specialist Colleges providing for students with learning and other disabilities operate in a special rules area. Guidance relating to these colleges is at Appendix 1.

54 The LSC is developing a forthcoming design guide which will be available on an interactive website. The guide will provide guidance on designing specific types of space and provide examples of a typical breakdown of space within different types of colleges.

Appendix 1

Floorspace in Specialist Colleges providing Education for Students with Learning and Other Disabilities

Introduction

1 This Annex sets out the method of calculating the floorspace required in Specialist Colleges providing Education for Students with Learning and Other Disabilities.

2 The method has been piloted in several such colleges and provides for an appropriate range of facilities.

Method

3 The method of calculating floorspace in specialist colleges was derived from three observations:

- many (sometimes all) of the students at the college were on-site in the college all day
- many students had an associated helper who was in the college as long as the student was there
- where there were day students who had less than full-time attendance, their guided learning hours were recorded on the college's ILR

4 In the circumstances where the college only has all-day full-time students, the basic method of calculating the MNW of the college was found to be

MNW of college = numbers of all-day on-site students plus numbers of all-day on-site student helpers

5 In colleges with large numbers of non-ambulant students, the preceding MNW may be all that is required. However, if the students were not full-time and only attended for (say) four days a week, the calculation was changed to:

MNW of college = numbers of all-day on-site students plus numbers of all day on-site student helpers multiplied by (the average number days of attendance/divided by five)

6 Additional MNW is also justified in the usual way if the college has some students attending for a few hours on some days. The MNW of these students will be assessed by the usual method of dividing the on-site, daytime, guided learning hours in the college (College GLH) by 1,440 and adding that number to

MNW of college = (numbers of all-day on-site students plus numbers of all-day on-site student helpers)*(average days of student attendance/5) +College GLH/1,440

7 A few small General Further Education colleges with 500 MNW are still entitled to a full administrative allowance of 1,500 square metres. As student numbers fall below that level, however, the need for that full allowance diminishes. A college with ten MNW justifying less than three hundred square metres would not need and could not afford an administrative floorspace of five times that size, or 1,500 m². These considerations lead to the pro-rata calculation of central floorspace allowances for very small colleges.

8 In addition to the floorspace derived from the MNW, Specialist Colleges require some central administrative floorspace. Specialist Colleges range in size from the very small, with less than ten students, to those with several hundred students. For specialist colleges the allowable central administrative floorspace is 1,500 m² for college with 500 MNW and over, and three square metres per MNW for colleges with less than 500 MNW.

9 Taking all these factors into account, the range of the required floorspace of Specialist Colleges providing education for students with learning and other disabilities and with total MNW below 500 is given by:

Floorspace = MNW*14.5 m² (lower limit)
to MNW*17.5 m² (upper limit)

10 The extra three square metres per MNW, in addition to the normal GFEC range, is entirely due to combining the administrative floorspace allowance into the area per MNNW allowances. For a Specialist College with more than 500 MNW, the formula for floorspace would become

Floorspace = MNW*11.5m² plus
1,500 m² (lower limit) to
MNW*14.5m² plus
1,500 m² (upper limit)

11 At the crossover point from small colleges with fewer than 500 MNW to those above that level, these two sets of formulae are identical because 500 MNW times three square metres equals the 1,500 m² central allowance.

Conclusion

12 In pilot schemes, this system was found to work effectively in appropriately estimating the required floorspace of specialist colleges. That is not to say that the formula reflects the existing levels of floorspace in these colleges. The formula has been derived from the requirement for a fair assessment, and for an acceptable effectiveness in the use of floorspace in this part of the FE sector, comparable in its estimate to the requirement for effective floorspace use in the rest of the sector. The calculation of MNW shown above also applies to any general further education college that may provide education for a significant number of students with disabilities.

Appendix 2

Guidance on undertaking a room utilisation survey

It is expected that all FE colleges will undertake a room utilisation or head count survey on an annual basis. In order to do this a college should create a schedule of all the teaching spaces in the college buildings based on the steps set out in table 1, below. In order to help in this process Appendix 3 to this annex, which is an excel spreadsheet and available on the LSC website, can be used as a template to list the teaching spaces. Alternatively a college can create a list using its own template.

- By aggregate room types – analysing the utilisation of all general teaching, or specialised teaching rooms;
- By teaching departments – Comparing the utilisation of similar teaching departments to find their relative efficiency in terms of utilisation.

In undertaking a schedule, it can be useful to analyse survey data under several headings, some examples are:

- Site by site – Comparing the overall utilisation achieved at each site;

Table 1: Preparation for a room utilisation survey

1. Establish a schedule of teaching spaces, and for each space, identified by name or number, give its area, measured to internal face of walls.
2. Decide on the primary use of each space by relating it to the list of space types, derived from the new workplace areas table.
3. Visit each space and assess the number of workplaces.
4. Divide the area of each space by the area standard relating to its primary use.
5. Compare the capacity given by (3) with the capacity given by (4). If the former is within 10 percent of the latter, take it as the capacity of space, if not take the capacity as given in (4).
6. Record the total capacity in workplaces for each space and add together.

Once a schedule of all the teaching spaces in the college has been established, the room utilisation survey can be carried out by following the guidelines as set out in table 2 below.

The appendix 3 template can be used to count occupants. The values inserted in the spreadsheet will automatically calculate the frequency and occupancy rates.

Table 2: Room utilisation survey methodology

1. Establish a list of teaching and learning rooms, noting the type of room, its floor area and its notional and assessed number of workplaces;
2. Select a typical week. A 'typical week' of the autumn term would not be before the end of October;
3. Visit each room and count occupants once each hour between 9:00 and 17:00;
4. Calculate room frequency factor (the number of times a room is used as a percentage of 40 hours)
5. Calculate average seat occupancy factor (the average seat occupancy factor is the number of people using a room, averaged over the number of times a room is used as a percentage of capacity).