Corporate Project Management Toolkit

Outline/Full Business Case

Project Name	Community Campus Model		
Author	Maria Thies	**Date**	19th October 2021
Sponsoring Cluster	Corporate Landlord	**Version**	1.1

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1.   Introduction and Project Overview

Background

At its budget meeting of 3 March 2020, **Decisions 03rd-Mar-2020 14.00 Council.pdf (acc.gov.uk)** Council instructed officers to take forward proposals for a campus model for future school provision, recognising the important contribution that school-community partnerships make not only to educational outcomes but also to support and grow sustainable and vibrant communities.

A key focus of developing a new Community Campus model is to encourage the shared use of facilities by the community, collaboration and integrated service delivery, more effective and efficient use of resources to meet a broader range of community needs at a single location. This approach would support delivery of multi-agency spaces, drive efficiency through the co-location of services supporting the needs of a particular community, and have the potential to maximise delivery of primary prevention and early intervention, in keeping with the Local Outcome Improvement Plan.

Officers propose to explore and develop a multi-agency community campus approach to Aberdeen's school estate, which would serve the educational and health needs of all within the community.   Delivering a new campus model allows us to explore a new way of thinking and delivering buildings, buildings that are adaptable to accommodate changing need and therefore resource efficient, represent good value for money in construction and maintenance and add the necessary vitality in looking good and feeling good to use in order that they are embraced by a community that is well served to look after its own needs. It is clear, that operating and maintaining business as usual is not an option for Aberdeen City.

Given the wide-ranging needs of each of their localities, it is likely that each campus would house those partners best able to support the wellbeing of each community including those in further and higher education, NHS Grampian and colleagues across other Council functions (for example Financial Inclusion, Library and Community based services). This model would provide the opportunity to:

- Harness the strength of the communities themselves;

- Explore how generic spaces can be designed to provide maximum flexibility in the short and longer term;

- Improve the quality of transitions;

- Respond positively to the downturn in Oil and Gas;

- Fully capitalise on the benefits of intergenerational links;

- Join the learner journey (age and stage) where there are benefits in doing so;

- Harness the Authority's current partnership with Microsoft to explore digital opportunities to meet educational and health needs and factor this development in at the design stage; and

- Better address the excellence and equity agenda through a 'one partnership' approach to supporting families.

Project Concept

The scope for this project was to develop a transformational education and community brief, including a design guide for future projects envisaged within the Aberdeen City Council (ACC) Learning Estate Strategy.

An overarching review, appraising design and education models for future community campus projects, created an informed briefing framework and management tool to assist and inform planning for future projects.

2. Executive Summary

This business case identifies the benefits of a Design Guide for a Community Campus Model and seeks approval for its adoption by the EODC committee for future planning and decision making in relation to the Learning Estate. The Business Case does not seek approval of costs or funding, which would form part of future business cases for individual projects as and when they are identified.

The model has been developed from first principles through a Place Based Approach to the future of the Aberdeen City Council learning estate. This approach emphasises the importance of partnerships and local capacity to deliver on local ambitions, supporting more shared use of assets to improve outcomes and maximise efficiencies.

The outputs of the Place Based engagement process come together to define the overall Brief and Community Campus Design Guide, which are the subject of this Business Case. The principles of the design guide have then been tested through the feasibility study for the new Countesswells Community Campus, which is the subject of a separate Business Case.

The vision and strategic objectives which define the Design Guide have been developed as a collaborative process amongst a broad range of stakeholders. This is reflected in how spaces within the campus will work, the spatial adjacencies and the schedules of accommodation.

The community campus approach offers clear educational benefits, providing a seamless learner journey for all stages, greater opportunities for cross curricular and inter disciplinary learning, and strengthened education leadership through wider professional development opportunities. It also offers major benefits to community resilience and wellbeing, strengthening family engagement by building relationships for the whole learning journey, offering a wide range of lifelong learning opportunities through partnerships with external groups and improved accessibility to public health services.

There are benefits to the approach in terms of being able to deliver more for less investment over the life of the campus. A single campus model is spatially efficient in comparison to a series of individual buildings, allowing the sharing of support facilities to devote more space to the areas which really matter in delivering effective learning. All those who use the campus will have access to a greater range of space types than would be possible with individual facilities, and costs for key areas such as external envelope and external space is significantly reduced. The Community Campus approach also delivers a highly energy efficient model, with good form factor and high performing envelope contributing to significantly reduced energy costs over the life of the building.

The Design Guide and Campus Model are flexible, and elements of the design guide can be applied across the City's Learning Estate, not only to potential new build projects but also as a tool to identify hierarchy of need within the existing Learning Estate, by benchmarking it against the model and using the design guide to identify opportunities for improvement.

3.	Strategic Fit

It is recognised that no single sector or profession can improve outcomes for people and place alone, collaborative working and integrated service delivery are key to achieving our ambitions for the City of Aberdeen. The Community Campus project has been identified as a key transformational project for the city to enable and identify Aberdeen as a "City of Learning".

A Place Based approach to the future of the Aberdeen City Council learning estate offers the opportunity to learn from existing experience to collaborate around strategic plans to support service transformation. It emphasises the importance of partnerships and local capacity to deliver on local ambitions, supporting more shared use of assets to improve outcomes and maximise efficiencies. The aim of the Place Based Review was to explore the benefits and opportunities of adopting a collaborative approach to the provision of public services across the city, identifying the shared needs, ambitions and opportunities for Aberdeen City Council, NHS Grampian, Police Scotland, Nescol, Skills Development Scotland and Sport Aberdeen. The study articulates an understanding of the shared needs for future learning in Aberdeen City by defining a clear vision and strategic objectives, underpinned by measurable success factors.

Project Vision

"An inclusive, welcoming and collaborative community campus where people feel safe, and which encourages engagement with a variety of services that support community resilience, wellbeing and lifelong prospects. With equity of access at its heart, it will be a stepping stone to the wider world, encouraging a network of interactions within and beyond the campus" – This vision was collaboratively endorsed by all the project stakeholders following a series of ambition workshops at the outset of the process.

Project Strategic Objectives

 Strategic objectives were agreed upon through a series of interactive discussions, workshops and design sprint sessions and outline the foundation of the design strategy for the community campus model. These strategic objectives clearly align with the Council's strategic objectives, and are described fully in Section 5 of this OBC.

4.	Business Aims, Needs & Constraints

Provide an overview of the sponsoring organisation and explain how the project supports the existing policies and strategies, and how it will assist in achieving the business goals, aims and business plans of the organisation. Include any relevant information about the current business situation, such as the organisational structures, business model, buildings, processes, teams and technology currently in place.

Our vision for Aberdeen is to continue to be a place where everyone can prosper, which is underpinned in our Local Outcome Improvement Plan (LOIP) and clearly aligns to the aspiration of the national Learning Estate Strategy of "a Learning Estate which supports Excellence and Equity for all"".

Aberdeen City Council recognises the important contribution that school-community partnerships make not only to educational outcomes but also to support and grow sustainable and vibrant communities. During 2019, officers, headteachers, an external member of the EODC and elected members reviewed current and future demand through a cross party working group. The work resulted in an agreed vision for our school estate, centred around a multi-disciplinary campus model, to both improve access to services and be sustainable.

In September 2019, the Scottish Government published its National Learning Estate Strategy, *Connecting People, Places and Learning[1]*, in which it sets out its vision for a learning estate which supports Excellence and Equity for All. The document establishes a set of principles and priorities for developing the learning estate across Scotland, which include taking a 'one public sector' approach, promoting the coordination and integration of local services on the same site and endorses how learning environments serve the wider community.

A key focus of the new Community Campus is to encourage the shared use of facilities by the community, collaboration with partners to service a broader range of community needs at a single location. This approach would support delivery of multi-agency spaces, drive efficiency through the co-location of services supporting the needs of a particular community, and have the potential to maximise delivery of primary prevention and early intervention, in keeping with the Local Outcome Improvement Plan.

Prosperous Economy: Through investment in our school infrastructure, we can help deliver on the priority to ensure that Aberdeen prospers.

- Prosperous People: Through ensuring children have access to high quality facilities, we can assist in ensuring they have the best start in life, that they are safe and responsible, and respected, included, and achieving.

- Prosperous Place: Through engaging and consulting with communities on the future of the school estate within their localities, we can help to develop empowered, resilient and sustainable communities.

Since the onset of COVID-19 schools are now operating in a significantly different context. The transformational impact on our lives, economy, communities and the way in which public services are being delivered has created an opportunity to learn and adapt,

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[1] **The National Learning Estate Strategy is available on the Scottish Government website: www.gov.scot/publications/scotlands-learning-estate-strategy-connecting-people-places-learning/**

to make positive transformational changes, to 'build back better', where resilience is the product of place, to pursue service transformation, low carbon principles and deliver inclusive growth, in close alignment with the National Performance Framework.

Drawing on learning from COVID, the Design Guide and Campus Model has been developed around ACC's shared ambition to shape existing and future plans for a more resilient and efficient learning estate which means creating, in each community, relevant choices for better futures, with the capacity to continue to benefit from these as things change.

Describe the purpose of the project, why it is needed, establishing a compelling case for change based on business needs, e.g. demand for services, deficiencies in existing provision etc. Where are we now and where do we need to get to.

The model has been developed with Aberdeen's vision as a place where everyone can prosper which is underpinned in our LOIP and closely aligned to the national Learning Estate Strategy. It very much reflects the TOM principles of improving access to services and creating sustainable communities that are well served to be more self-sufficient. Connecting citizens, customers and partners through our use of digital technology and being creative and innovative in how we do our business.

Delivering a new campus model allows us to explore a new way of thinking and delivering buildings, buildings that are flexible to accommodate changing need and therefore resource efficient, represent good value for money in construction and maintenance and add the necessary vitality in looking good and feeling good to use in order that they are embraced by a community that is well served to look after its own needs.

The new model wholly supports the delivery of the Council's education priorities building on best practice and maximising the benefits and opportunities of a place-based approach to the provision of public services, identifying shared needs and ambitions which will enable improved outcomes to be achieved. Three main strategic education objectives were articulated in the development of the campus model:

- Defining the community school element of the Community Campus

- A clear focus on the Learner Journey from age 3-18 and beyond with an emphasis on key transition points; and

- Emerging design principles for the Campus Model that ensure a range of appropriate spaces to deliver the curriculum and support transition through joint working and collaborative learning

Alongside these clear objectives there was a priority and focus from the briefing process in relation to:

- Community and Lifelong Learning

- Wellbeing and Environment

- Futureproofing and Flexibility

It is important to stress that a community campus represents more than a school. It is a physical manifestation of the collaborative approach defined by the Place Principle, which seeks to: "Promote a shared understanding of place, and the need to take a more

collaborative approach to a place's services and assets to achieve better outcomes for people and communities. Implementation of the Place Principle requires a more integrated, collaborative and participative approach to decisions about services, land and buildings."

Using this approach, defining the need of a place from the outset and establishing a defined vision and objectives ensures this model can be applied to any part of the city to enable Aberdeen to transform into a City of Learning, creating spaces and conditions that support future generations by preparing them for school, work, adulthood and life.

Identify any constraints, e.g. timing issues, legal requirements, professional standards, planning constraints. What assumptions have been made, and any linkages and interdependencies with other programmes and projects should be explained, especially where the proposed project is intended to contribute to shared outcomes across multiple Clusters.

Section 75 commitments linked to provision of new school(s)

Within each of the Masterplan zones across Aberdeen, landowners/developers are expected to work together with the Council and other key agencies and providers to coordinate the planning and delivery of associated infrastructure requirements. Due to their scales, new build education and/or health care provision will be required within almost all of the City's Masterplan Zones. Section 75 Agreements have been produced for each masterplan which legally sets out very specific details of what provision is to be provided, when it needs to be delivered and the mechanism for delivery. The Community Campus model enables and supports a more cohesive approach to innovative service delivery for these new developments. however further discussions and negotiations regarding the interpretation and flexibility of existing agreements will be required to fully deliver on the Community Campus brief for each of these new developments.

Typical Development Programme, including planning

The preconstruction design, planning and procurement timeframe, from project initiation, is approximately 2 years. The construction period will vary by site and phasing requirements, but 18 to 24 months would be a reasonable assumption for a community campus.

Costs

Inflation - Construction price inflation is currently highly volatile. This is considered to be a short-term issue.

Abnormals - the Campus Model assumes a flat, greenfield site with servicing to the site boundary and no unusual ground conditions, existing buildings or site constraints. Each potential site would need to be reviewed and any abnormals fully understood and costed accordingly.

State what impact the project will have on business as usual, e.g. temporarily reduce capacity or divert resources.

The community campus model provides a vision and framework which will enable service transformation, delivery of the Council's priorities which in turn will grow and develop more sustainable and resilient communities in the future.

The strategic objectives outline the key recommendations and demands to achieve the overall vision and brief of a Campus. They are aligned to the policies, frameworks and guidelines that affect Scotland at a national, regional, and local level and would be supplemented by place specific SMART objectives, depending on the need of a particular place.

The model/future specific project is thereby continuously aligned to achieving Aberdeen's vision and aspirations.

This model is promoting new ways of working that move away from traditional silos and use staff expertise where it will most benefit the learner. As a one campus approach with collaboration at the heart of the learning experience, there are key opportunities for:

- Engendering a sense of one workforce within campus
- Encouraging work between year groups and across transition points to support, stretch and inspire learners and deliver seamless 3 to 18 learner journey
- Supporting the whole family through multiagency partnership working
- Intergenerational learning
- Peers – encouraging pupils, staff and families to support each other by providing them with spaces and places to do that effectively

5.	Objectives

List the project's objectives. Make these tangible and clear as they will influence which option is recommended and will be used to monitor project progress and success.

Project Strategic Objectives

The following summary of strategic objectives were agreed upon through a series of interactive discussions, workshops and design sprint sessions and outline the foundation of the design strategy for the community campus model. They are closely aligned with the Council's objectives. Each strategic objective would be supported by place specific SMART objectives depending on the need of a particular place.

Collaborative service delivery

Advocating a connected experience throughout the spaces by using a collaborative approach to delivering services and care, where spaces are interlinked to maximise their usage.

Supporting resilient communities

Promoting a design strategy that not only provides physical spaces for their community but also offers support, guidance and networking opportunities for all ages and backgrounds.

Adaptability and flexibility

Ensuring that all spaces can be adapted to new uses to avoid unnecessary footprint, and allowing spaces to enlarge to accommodate more students if needed.

Increasing educational attainment, skills and lifelong learning

Advocating for a full life approach in terms of services and guidance by offering help at all stages and opportunities for smooth transition from education to the workplace.

Community health and wellbeing

Encouraging a healthy lifestyle to all members of the community through available services such as spaces for physical exercise, healthy eating and external landscapes.

Equity of access

Ensuring that spaces within the campus are accessible to all, internal and external and always allow for easy usage by respective users.

Inclusive economic growth

Offering job opportunities to local community members and spaces for start-ups and entrepreneurial initiative to flourish.

Digital

Incorporating the adequate technology within core education spaces and other departments to ensure a constant connection with the wider context and economic opportunities.

Environmental / sustainability

Achieving Learning Estate Investment Programme standards and other sustainability criteria to ensure low energy costs through efficient fabric buildability and adequate material choices.

Achieving more with less

Design in capacity for adaptability to ensure campus model retains relevance over the life cycle of the building and maximises performance.

6. Scope

Education Briefing and Place-based Review Process

ACC appointed Hub North Scotland as its development partner to deliver an Education Briefing Process and a Place Based review process. This included the delivery of:

- A Space Model
- Space Budgets
- A detailed spatial brief
- An Education Brief in terms of a "Kit of Parts" approach to future Community Campus delivery across Aberdeen
- A Design Guide on Repeatable Spaces
- Implementation Plan

- Design/Technical/Commercial Appraisal

Hub North Scotland appointed from its supply chain an Architect, an Educationalist, a Civil/Structural Engineer, a Mechanical and Electrical Engineer and a Cost Consultant to support this project, all with the requisite experience of a Place Based Review process and design of education facilities. This team has been working collaboratively with ACC and other stakeholders since early 2021 to develop the Design Guide and Campus Model.

6.1 Out of Scope

7.	Options Appraisal

7.1	Option 1 – Do Nothing / Do Minimum

Description	Do nothing in this context is not adopting the Community Campus Design Guide and Brief as a model for future education project delivery. This option assumes the Council continues to react to changing population or building condition or suitability ratings on a standalone, case by case basis, rather than taking into account broader place, community and service delivery needs and seeking to address these through a single holistic project
Expected Costs	Costs associated with the "Do Nothing" option related to reduced benefits, reduced value and reduced opportunity to do more with less
Expected Benefits	*Benefits*: • None *Dis-Benefits:* • "Re-inventing the wheel" for every new project • Not learning from existing experience to collaborate around strategic plans to support service transformation • Not maximising the opportunity and importance of partnerships and local capacity to deliver on local ambitions, supporting more shared use of assets to improve outcomes and maximise efficiencies. • Not maximising the benefits and opportunities of adopting a collaborative approach to the provision of public services across the city, identifying the shared needs, ambitions and opportunities for Aberdeen City Council, NHS Grampian, Police Scotland and key partners. • Not applying an overarching vision and strategic objectives to the shared needs for future learning in Aberdeen City
Risks Specific to this Option	None identified
Advantages & Disadvantages	Lost opportunity for real transformational change, integrated service delivery and the realisation of opportunities for capital and operational cost savings.
Viability	This option does not meet the project objectives. Site capacity would also be severely constrained if this option was to be pursued.
Other Points	

7.2	Option 2 – Community Campus Model

Description	This option is for the phased roll out of a series of Community Campus projects based on the Community Campus Design Guide and Brief. The Aberdeen City Community Campus Design Guide and Brief has been developed using a Place Based briefing process to provide a model for future education which will deliver the maximum benefit to communities within the Aberdeen City region. The brief and adjacency models in the guide will deliver the Community Campus vision which was defined through the engagement process. The guide identifies the strategic objectives, educational objectives and SMART measures of success which underpin this vision, with the brief identifying the types of spaces, and the adjacency model identifying the key spatial flows and relationships which will be required to deliver the vision in built form. The reference brief and adjacency model is based on the following: • 60 place ELC • A 3 stream primary with 650 pupils • A 1,200 place secondary provision • Shared community facilities • Healthcare facilities Recognising that every individual location is unique, the guide provides the development methodology and the key principles for the component parts which will make up any campus, but demonstrates sufficient flexibility to accommodate variations in scale of pupil roll, potential site constraints, and particular local requirements and preferences in teaching approach. The Design Guide has been written so that it can be applied to a wide range of projects across the ACC estate, regardless of location, size or age of pupils. It is not a prescriptive approach but rather presents a set of core principles that provide equity and consistency of approach, and the flexibility to tailor the design to meet the needs of the local community. Taking a Place Based approach that fully integrates national outcomes and City priorities, the One Campus approach has a focus on the following key outcomes: • The learner journey at the heart of the design, supporting educational attainment, skills and lifelong learning • Building partnerships with external groups for collaborative service delivery • Ensuring more for less investment • Creating sustainable and future ready spaces that are adaptable and flexible • Putting inclusion and support at the heart of the campus

- Taking a human centred approach to design that enhances health and wellbeing

- Maximising the use of outdoor space for learning and leisure

- Providing digital access, connectivity and flexibility

These were developed and agreed with officers from across the Council and partners from across the city. They reflect a common understanding of how capital investment should be aspirational and look to create maximum impact and enrich communities through the provision of high-quality spaces. They apply equally to the remodel of existing schools as they do to the provision of new Primary, Secondary or All-Through (primary and secondary) facilities.

The Design Guide also sets out the detailed requirements for each campus including the design principles and space typologies that flow from the overall vision. Again, these are not prescriptive but set a framework within which to have conversations about the needs of pupils, families and the community. There should also be a process of mapping what is available locally including health, leisure, police and other Council services, and working with partners to establish where there are gaps and overlaps that the project can address.

This additional information will add context and colour but will not change the overall One Campus drivers. It can however be reflected in the Schedule of Accommodation and Adjacencies Diagram for each specific project, setting out in detail how space metric will be used to create the right range of spaces and relationships. There is flexibility to use the educational spaces to match curriculum requirements and particular student needs. However, it is expected that unless spaces are highly specialist or are set up specifically for use by younger children or those with ASN, they should be considered shared spaces that can be used by the community and other partners with well-planned zoning that enables dual use. It is also expected that there will be some public space in each Campus, for example a café, community room, shared library, informal work space or community reception that welcomes users into the building and creates ownership.

The Design Guide is supplemented by a suite of Room Data Sheets setting out the requirements for each space type to inform the detailed design stage.

The One Campus 'Kit of Parts' therefore consists of:

Vision	Agreed
Strategic Objectives	Agreed
Place based local context	Flexible and to be agreed for each project depending on site, review of existing service provision, and discussions with partner organisations.
Design drivers	Agreed

	Space typologies	Agreed but with flexibility about how they are put together to address local need. For example, the sorts of vocational/work skills spaces required may be dependent on access to College courses and local employer needs
	Space Metric	Agreed but may be supplemented by Council or partner organisations to meet local need for service provision
	Adjacencies and Schedule of Accommodation	Flexible to ensure the design meets learner needs and to reflect delivery of partner services and community use
	Room Data Sheets	Agreed
Expected Costs	This option does not have direct costs associated with it. Separate business cases will be brought forward as specific projects are identified. To support such future projects a Campus Cost Model has been produced as part of this option, based on the Campus design guide when applied to a generic site. This can be applied to future sites/projects to efficiently and consistently establish high level affordability criteria. Lifecycle renewal and Hard FM costs form part of the Cost Model and are estimated on a per m2 Gross Internal Floor Area basis drawing on benchmark data for 14 health and education projects in Scotland. All cost information has been aligned with Q32021 prices using Building Cost Information Service indices and adjusted for an Aberdeen cost base.	

Expected Benefits	• This option can achieve all of the stated project objectives • Educational benefits - Providing a seamless learner journey for all stages, greater opportunities for cross curricular and inter disciplinary learning • Community resilience and wellbeing - Strengthening family engagement by building relationships for the whole learning journey, offering a wide range of lifelong learning opportunities through partnerships with external groups and improved accessibility to public health services. • Strengthened education leadership - Wider professional development opportunities. Early years childcare opportunities for staff on site • Deliver more for less investment over the life of a campus - Capital Savings: Approximate capital savings of 8-10% for combined facility (excl. ongoing revenue savings) compared to separate primary and secondary school delivery. Operational Savings: Potential 10% saving on operational costs compared to separate delivery of primary and secondary schools, based on highly energy efficient single building form, and potential for more efficient non-teaching staff/pupil ratio due to co-location and shared services • A single campus model is spatially efficient in comparison to a series of individual buildings, allowing the sharing of support facilities to devote more space to the areas which really matter in delivering effective learning. • All those who use the campus will have access to a greater range of space types than would be possible with individual facilities • Costs for key areas such as external envelope and external space is significantly reduced. • The Community Campus approach also delivers a highly energy efficient model, with good form factor and high performing envelope contributing to significantly reduced energy costs over the life of the building and will contribute to achieving Aberdeen City Council's Net Zero Carbon commitments. • Design efficiencies: Proportionately less site abnormals; Envelope wall to floor area efficiencies; Space rationalisation by sharing spaces • Economies of Scale: Preliminaries – reduced programme; Procurement - enhanced buying gains; Joint infrastructure - operational efficiencies The use of a design guide approach will create efficiencies which will benefit the delivery of the future community campuses. These efficiencies are generated by the following: • Reduced design periods • Improved cost accuracy

- Potential for supply chain bulk buying
- Lessons learned

Reduced design periods

The preparation of a design guide will reduce design periods as it will avoid a "re-inventing of the wheel" at the concept stage of each project and in the detailed design of teaching spaces and the production of 1:50 layouts. The design guide will allow the design team to efficiently develop the design of the campus in the context of the specific site. The reduced learning curve and the efficiencies gained from standardised elements of design should lead to efficiencies in terms of both cost and programme.

Improved cost accuracy

The use of a design guide should improve cost accuracy which will lead to more efficient project delivery. The improvement in cost accuracy should be achieved as the design guide sets space and adjacency metrics that can be priced and can be used to quickly build up an accurate cost estimate at the initial stages of the project. The accuracy of the project should be improved in comparison with a standard one-off project approach as the area of each project component should not change significantly. The full potential of this improvement inefficiency of delivery will be realised if the design guide cost is updated as projects are constructed to ensure that it is in line with current market conditions and changes to building regulations and sustainability standards.

Potential for supply chain bulk buying

The use of a design guide does introduce the opportunity to agree bulk buying arrangements with suppliers as the design is based on a standard set of components. The ability to fully realise this potential requires these arrangements to be set up either by ACC themselves or through a delivery partner such as Hub North Scotland that is involved in the delivery of the overall campus programme regardless of the main contractors that may be appointed on a project-by-project basis. Furthermore this approach requires visibility of a project pipeline to incentivise the supply chain to provide better prices than would be obtained using traditional project by project procurement. Any bulk buying agreement would need to be carried out in accordance with public sector procurement rules.

Lessons learned

The ability of the design guide to capture lessons learned should lead to efficiencies in project delivery. The design guide should be reviewed and refreshed as part of the post project evaluation process. The design guide should be a live document that is updated based on the project feedback. This will ensure its continued relevance and should drive continuous improvement as the guide is evolved.

Risks Specific to this Option	**Management of shared space** It is recognised that there is a clear opportunity for both collaboration between services and also to gain space efficiencies in a Community Campus if certain spaces can be shared between services and user groups. Management and control of how space is accessed and utilised both during school hours and outside of school hours needs careful consideration for shared space to work. *Ownership / Hierarchy of space* The Community Campus is an Aberdeen City Council owned and operated asset. Certain spaces are likely to be leased under a medium to long term arrangement between Aberdeen City Council and NHS Grampian and Police Scotland. It is anticipated that these spaces would be "pre let" by ACC through an agreement for lease to provide security of income prior to ACC committing to a contract to construct the space within a Community Campus project. Such pre let agreements would define the types of spaces required, areas, adjacencies, room data sheets and equipment requirements, and it is assumed that these would be internal repairing leases with tenants making their own arrangements with regard to cleaning / waste services, and that the leased space would be sufficient to allow these organisations to fulfil their statutory obligations without dependency on access to shared space. *Secure Line* The Community Campus Model provides the opportunity for the "secure line" within the campus to vary. These spaces would be owned, managed and controlled by Aberdeen City Council. Most community access to shared space is envisaged outside of normal school hours. Police Scotland and NHS Grampian may wish to pre book certain types of shared space for their own use during the school day. It is envisaged that an online booking system will be deployed in the Community Campus for use by all Users, including the schools themselves, for example Primary School use of certain Secondary School spaces eg sports facilities. Such a system would be designed to control the type of user and type of space that can be booked depending on the school day, evening, weekend or holiday period to ensure that the core activities of the schools will not be disrupted. Payment for hire of space would also be managed by this booking system. Consideration should be given as to how the schools can be discouraged from making block bookings of space and then not utilising the booking. It is envisaged that community sports lettings would be managed through pre-existing arrangements by Sport Aberdeen, but that the booking systems would be aligned for community bookings. *Access control* Effective use of access control technology will be essential for managing and controlling a flexible secure line within the Community Campus.

	QR Code Access Control
	For community use access to Invited or Shared spaces, where time limited access permission is required to be provided, with access to the building restricted to certain days of the week, certain times of the day or simply for one time only use, this technology can facilitate a flexible secure line.
	Radio Frequency Identification Access Control
	For staff (Authority, NHS Grampian and Police Scotland) normally based at the campus, a more conventional fob or card reader access control system is an appropriate method of managing access to Private and Private Shared spaces.
	Cost / Programme:
	COVID- UK Construction market experiencing significant volatility in terms of price inflation, labour and resource availability in part due to surge in activity post lockdown.
	Brexit - UK Construction market experiencing significant volatility in terms of price inflation, labour and resource availability in part due to Brexit impacts.
	Partner agencies - Complexity of developing design, financial / commercial and legal arrangements with partner agencies whilst ensuring Authority compliance with any Section 75 development timescales.
	Commercial/Legal:
	COVID - Future construction contracts likely to carve out "pandemic" risk, with risk remaining with the Authority
Advantages & Disadvantages	Opportunity for real transformational change, integrated service delivery and the realisation of opportunities for capital and operational cost savings.
Viability	Option 2 is the most cost effective, efficient option and achieves the Vision and Objectives of the project
Other Points	

Use the table below to score options against the objectives in order to create a shortlist of options to be considered.

Objectives	Options Scoring Against Objectives							
	1	2						
Collaborative service delivery	0	3						
Supporting resilient communities	1	3						
Adaptability and flexibility	1	3						
Increasing educational attainment, skills and lifelong learning	2	3						
Community health and wellbeing	1	2						
Equity of access	1	3						
Inclusive economic growth	1	3						
Digital	1	3						
Environmental / sustainability	2	3						
Achieving more with less	0	3						
Total	10	29						
(Press F9 on each total to add the numbers in the column)								
Ranking	2	1						

Scoring
Fully Delivers = 3
Mostly Delivers = 2
Delivers to a Limited Extent = 1
Does not Deliver = 0
Will have a negative impact on objective = -1

7.4 Recommendation

The recommended option is Option 2, the adoption of the Community Campus Model as the basis for future school projects and wider education estate planning. This option can achieve all of the stated project objectives

8. Benefits

The benefits described below relate to the Community Campus Model. Place-specific detail in support of these benefits will be developed as a particular project is taken forward.

8.1 Customer Benefits

Benefit	Measures	Source	Baseline	Expected Benefit	Expected Date	Measure Frequency
Educational benefits Providing a seamless learner journey for all stages, greater opportunities for cross curricular and inter disciplinary learning	Alignment to Scottish Government Learning Estate Strategy	Scotland's Learning Estate Strategy		Improved outcomes for learners, building sustainable communities	TBA	
Community resilience and wellbeing Strengthening family engagement by building relationships for the whole learning journey, offering a wide range of lifelong learning opportunities through partnerships with external groups and improved accessibility to public health services.	Improved attainment outcomes	Integrated Children's & Families Service			TBA	
	Improved health outcomes	NHSG			TBA	
	Increased community capacity/ engagement	Post occupancy evaluation/ user surveys			TBA	
	Reduced strain on services				TBA	

8.2   Staff Benefits

Benefit	Measures	Source	Baseline	Expected Benefit	Expected Date	Measure Frequency
Strengthened education leadership Wider professional development opportunities. Childcare opportunities on site	Increased staff morale	Staff surveys		Improved outcomes for staff and learners		
	Improved flexibility in education delivery	Post occupancy evaluation		Improved outcomes for staff and learners		
	Improved staff retention	Benchmarking/data collection		Improved continuity for learners		

8.3   Resources Benefits (financial)

Benefit	Measures	Source	Capital or Revenue?	Baseline (£'000)	Saving (£'000)	Expected Date	Measure Frequency
Deliver more for less investment over the life of the campus. Capital Savings: Approximate savings £6.0m (8-10%) for combined facility (excl. ongoing revenue savings).	Tendered construction cost comparison to benchmark data	Market testing tender returns					
	Non educational staff /pupil ratio						
	Broader curriculum delivery	Timetabling options					

Operational Savings: Potential 10% saving on operational costs	Energy cost /m2 reduced compared to wider ACC educational estate	Utility meters					
A single campus model is spatially efficient in comparison to a series of individual buildings, allowing the sharing of support facilities to devote more space to the areas which really matter in delivering effective learning. All those who use the campus will have access to a greater range of space types than would be possible with individual facilities Costs for key areas such as external envelope and external space is significantly reduced The Community Campus approach also delivers a highly energy efficient model, with good form factor and high performing envelope contributing to significantly reduced energy costs over the life of the building							
Design efficiencies Proportionately less site abnormals Envelope wall to floor area efficiencies	Comparison of final design with SFT metric area and comparable benchmark projects	SFT metric data and hub benchmark data					

Space rationalisation by sharing spaces							
Economies of Scale Preliminaries – reduced programme	Comparison of final costs with SFT metric costs and comparable benchmark projects	SFT metric data and hub benchmark data					
Procurement - enhanced buying gains							
Joint infrastructure - operational efficiencies							

9.	**Costs**

LEIP Funding

The Community Campus Design Guide has been developed such that it can be used to support funding applications and comply with the requirements of the Scottish Government Learning Estate Investment Programme (LEIP). Key programme objectives are consistent with ACC's Net Zero Carbon aspirations, with Energy Output Funding (described below) setting extremely challenging performance targets in order to achieve 100% of the available funding from the Scottish Government, which is for up to 50% of the capital cost of delivering a project.

Principles of programme

Based on Learning Estate Strategy: Connecting People, Places & Learning. Before each project enters construction, a pre-construction review workshop will be held with Scottish Government and Scottish Futures Trust representatives to enable the project team to evidence how the projects has responded to the following ten principles of the Learning Estate Strategy:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;

2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;

3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;

4. The condition and suitability of learning environments should support and enhance their function;

5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;

6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;

7. Outdoor learning and the use of outdoor learning environments should be maximised;

8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;

9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and finally,

10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Terms and Conditions of funding

Scottish Government (SG) funding will be available through the outcomes-based funding (OBF) model. SG funding will be released on evidence of the achievement of agreed outcomes. The details of these outcomes are included below.

Condition

Local authorities must provide evidence, through their annual returns that the facility is kept in condition A or B for a period of 25 years. This is intended to be a binary funding condition. However in recognition of the potential for survey issues to be identified, removal of funding would be suspended for one year to allow for rectification of any issues leading to a C condition rating. The funding would be reinstated, the next financial year, once it could be demonstrated that the facility was in A/B condition again. If the building drops into condition C more than once during a five-year period, the condition funding element will be suspended without the one-year grace period, until the condition is rectified to A/B.

In the event of exceptional circumstances such as fire or flood resulting in the condition of the building being unable to be rectified to an A/B condition within 1 year of becoming a C, or meaning that the facility drops into condition C for a second occasion, this will be reviewed on a case-by-case basis between the authority and SG.

Internal Environmental Quality

Providing a suitable internal environment for building users is vital for their health, wellbeing and learning. Appropriate temperature, avoidance of draughts and provision of adequate ventilation are key factors in defining Internal Environmental Quality. The programme requires designs to be developed in line with BB101 2018/ CIBSE TMS2.

Energy Targets

Energy target of 67 kWh/sqm/annum for core hours of 2,000 p.a and core facilities. Core facilities exclude:

- Dedicated community/health facilities
- Swimming pool/hydrotherapy pool
- External sports flood lighting

- Production kitchens (serving multiple sites)

- Data centres (serving multiple sites)

- Electric Vehicle Charging Points

- Other (e.g. specialist vocational/industrial facilities)

Energy Outcome Funding

This is recognised as being an ambitious target, therefore it is not anticipated that this will be a pass/fail outcome for funding but that a sliding scale will be utilised as follows:

Energy Consumption kWh/sqm/p.a.	Energy Funding % (Up to 50% of capital cost)
A 67- 83	100%
B 84- 99	90%
C 100 - 115	60%
D 116 -130	30%
E 131+	0%

Digital

To ensure facilities are future proofed and able to continue to support high quality digital learning and teaching, regardless of technology advancement, the local authority must provide evidence that the underlying digital infrastructure of the facility is capable of supporting 1Gbps. This underlying infrastructure should extend to at least one point within every learning and teaching space throughout the facility.

Economic Growth

The authority will require to collate and provide evidence that the target for jobs supported as per the Construction Industry Training Board benchmarks published July 2017 has been met. The number of jobs to be supported depends on the size of investment. For a £50-60m community campus, this would be 18 jobs. Funding will be available if the relevant target is achieved. If this is not achieved in full, funding will be adjusted accordingly. e.g. if 12 jobs is the target but only 11 are evidenced as being achieved then 11/12ths of the funding for that outcome will be available.

9.1   Project Capital Expenditure & Income

(£'000)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Staffing Resources											
Add cost items under each heading											
Land Acquisitions											
New Vehicles, Plant or Equipment											
Construction Costs											
Capital Receipts and Grants											
Sub-Total											

9.2	**Project Revenue Expenditure & Income**										
(£'000)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Staffing Resources											
Add cost items under each heading											
Non-Staffing Resources											
Revenue Receipts and Grants											
Sub-Total											

9.3 Post- Project Capital Expenditure & Income

(£'000)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Staffing Resources											
Add cost items under each heading											
Land Acquisitions											
New Vehicles, Plant or Equipment											
Construction Costs											
Capital Receipts and Grants											
Sub-Total											

9.4 Post- Project Revenue Expenditure & Income

(£'000)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Staffing Resources											
Add cost items under each heading											
Non-Staffing Resources											
Revenue Receipts and Grants											
Sub-Total											

10. Key Risks

Description	Mitigation
Cost / Programme: COVID - UK Construction market experiencing significant volatility in terms of price inflation, labour and resource availability in part due to surge in activity post lockdown. Brexit - UK Construction market experiencing significant volatility in terms of price inflation, labour and resource availability in part due to Brexit impacts. Partner agencies - Complexity of developing design, financial / commercial and legal arrangements with partner agencies whilst ensuring Authority compliance with any Section 75 development timescales.	Pricing/inflation is expected to stabilise and return to pre Covid indices in the coming 12 months. Pricing/inflation is expected to stabilise in the coming 12 months as the market settles into a new post-brexit norm Early engagement with all key stakeholders from the outset is vital to ensure there is a shared understanding and commitment to the project.
Commercial/Legal: COVID - Future construction contracts likely to carve out "pandemic" risk, with risk remaining with the Authority	COVID risk will continue but is anticipated to become a manageable risk going forward due to the success of the vaccination programme

11. Procurement Approach

Assumptions

1. Regardless of route a design and build approach will be adopted
2. An external design team are being used which allows for novation to a Main Contractor at the appropriate stage of the project
3. If hub is appointed it will be on a design and build basis, not on a design, build and maintain basis i.e as a capital project.

Procurement options
Costs are based on a Design & Build approach through Hub North Scotland. Design and Build procurement would provide ACC with greater cost certainty than a Traditional Procurement route, therefore financial risk to ACC is minimised.

12. Time

12.1 Time Constraints & Aspirations

A period of circa 42 months for design, planning and construction from project inception will be required (Assuming a green field site/no demolition or unusual planning or site conditions).

12.2 Key Milestones	
Description	**Target Date**
New Project Request to hub North Scotland	To be determined
Hub Stage 1 report	To be determined
Planning approval	To be determined
Market Testing	To be determined
Hub Stage 2 Report	To be determined
Financial Close	To be determined
Construction	To be determined
Community Campus opening	To be determined

13. Governance	
Role	**Name**
Project Sponsor	Stephen Booth
Project Manager	Maria Thies
Other Project Roles	Client, Senior User, Senior Supplier, Project Delivery Team

14. Resources			
Task	**Responsible Service/Team**	**Start Date**	**End Date**
List the staff resources and expertise required to implement the project. Make sure support services are included such as Project Management, Legal, Procurement and Communications.			

A project of this size of nature will require a dedicated resource and skill base to ensure the successful delivery of the project from development stage through to construction and final operational delivery stage – A detailed resource and skills plan would form part of any future project business case.			

15.	Environmental Management

The Campus Model is designed to achieve ambitious LEIP energy performance targets with associated low carbon emissions. The model is sufficiently flexible to adopt alternative targets, for example net zero carbon or Passivhaus.

	Yes	No
Is a Buildings Checklist being completed for this project?	☐	☐
If No, what is the reason for this?		

16. Stakeholders

Aberdeen City Council: In addition to the education focused elements, One stop shop – multiple services easily accessible, well signposted and provided in one place. Business support /encouragement. Potential wrap around care. Welcoming and inviting destination. Functional outdoor space. Flexible and adaptable spaces responsive to change. Reduce reliance on city centre.

NHS Grampian: Visual Sanctuary. One stop shop. Service delivery that works in tandem with the other services on offer within the region. All local GP practices and pharmaceutical services. Plans for community hub models of working - Community Treatment and Care (CTAC) hubs, elective care hubs, Primary Care Implementation Plans (PCIP).

Scottish Fire and Rescue Service: from an intervention (emergency response) perspective, likely to be low levels of activity. From prevention look to prioritise vulnerable and high risk people and addresses, that relevance is unknown at this time.

North East Scotland College (NESCol): Robust digital access. Flexible and adaptable spaces. Focus on school leavers and community learning. Facilities that are multi purpose such as cafes and salons that delivers a community service but also a learning function. Utilise the outdoor environment as a learning resource.

Sports Aberdeen: Integrated approach with masterplan. Well signposted, easily accessible routes and activities open to the public. Varying levels of routes and paths to allow people to select one suited to their physical capability. Stimulating public environment, colour schemes and road / path surfaces. Invite rehabilitation programs to take place in leisure setting as opposed to clinical environments. Scale the delivery of spaces and equipment alongside the population growth and development.

Skills Development Scotland: Access to spaces used primarily by the educational setting. Flexibility in scales of spaces as well as function. Ideally have access to a space shared with other third parties on a rolling basis.

Police Scotland: Touchdown facilities in alignment with Police Scotland Estates Strategy

Staff and Pupils: A pupil and staff survey was undertaken as part of the development of the Campus Model. In order to better understand preferences and perceptions about key spaces within the learning environment, online surveys were developed for teachers and pupils. Their responses are used to validate and guide the emerging designs, ensuring they take into account the experiences, aspirations and requirements of those who use these spaces on a daily basis. Questions for pupils were targeted according to their year group, including precedent photographs of what these spaces could look like, to ensure they were appropriate for the respondents' age. The surveys were completed by 187 staff from 22 schools, and 259 pupils from seven primary and secondary schools, across Aberdeen. The surveys included both quantitative and qualitative questions: the former allowed us to analyse key trends in the data, whilst the latter provided a more detailed understanding of the 'what, why and how' behind the numbers. The high response rate from a wide variety of schools gives a robust base from which to draw findings.

Staff placed high importance on issues such as inclusive and welcoming spaces, a clearly defined entrance and easy wayfinding, good ICT facilities and an overall quality of which staff and pupils can feel proud. There is a preference for semi-formal breakout areas with separate working and socialising zones. Primary pupils particularly like outside spaces – 90% like to learn outside. When choosing their favourite pictures of key spaces, the primary driver was places with a sense of openness. Senior pupils also chose outside spaces as their favourite, placing high importance on shelter and places to sit and socialise. In key subject areas, desk space is particularly important for seniors. A mix of openness and good furniture tended to drive their preferred choice of images.

17. Assumptions

Key assumptions at this stage are cost and site abnormals related, and for the Campus Model assumptions around site conditions/capacity etc. Design work undertaken to date is at feasibility level, not detailed design

18. Dependencies

Document any projects, initiatives, policies, key decisions, or other activities outside the control of the project that need to be considered or which may present a risk to the project's success, or on which this project depends.

None identified at this stage

19. Constraints

Funding, site availability/capacity/conditions

20. ICT Hardware, Software or Network infrastructure

Description of change to Hardware, Software or Network Infrastructure	Enterprise Architecture Approval Required?	Date Approval Received
The Campus Model has adopted the LEIP 1GB/s requirement for project infrastructure, integrated within project costs		

21. Change Controls Issued by the Project		
Change Ref ID & Date	**Approval Route**	**Description**
Not applicable at this stage		

23. Support Services Consulted
The minimum **consultation period for Outline/Full Business Cases is 10 working days** unless the Programme Board Chair agrees there are exceptional circumstances that require a shorter turnaround time. **Note:** • **It is mandatory for Capital projects to consult with the full list below.** • If any services are not consulted, this should be indicated in the Comments section, along with the reason why. All comments received should also be noted, or reasons given for discounting them. • It is a legal requirement for the Council to carry out an Equality and Human Rights Impact Assessment (EHRIA) to evaluate the impact our decisions have on our customers.

Note: There is a copy and paste version of the consultation list below which you can use for circulating your Business Case – Support Services Consulted Circulation List

Service	Consultee	Comments	Date
Resources	Chief Officer, Finance jbelford@aberdeencity.gov.uk		
Resources	Chief Officer, Corporate Landlord stbooth@aberdeencity.gov.uk		
Governance	Chief Officer, Governance frbell@aberdeencity.gov.uk		
Place	Chief Officer, Strategic Place Planning GALEB@aberdeencity.gov.uk		
Place	Chief Officer, City Growth rsweetnam@aberdeencity.gov.uk		
Operations	Chief Officer, Operations and Protective Services mareilly@aberdeencity.gov.uk		
Operations (Facilities)	Andy Campbell, Facilities Manager AnCampbell@aberdeencity.gov.uk		
PMO	PMO Programme Manager RMacTaggart@aberdeencity.gov.uk		

Service	Consultee	Comments	Date
Finance	Scott Paterson, Finance Partner spaterson@aberdeencity.gov.uk		
Asset Management	Alastair Reid, Team Manager alareid@aberdeencity.gov.uk		
Legal (Property/ Planning & Environment)	Sharon Wares/Alan Thomson swares@aberdeencity.gov.uk/ alathomson@aberdeencity.gov.uk		
Legal (Commercial & Procurement)	Michele Pittendreigh, Team Leader MPittendreigh@aberdeencity.gov.uk		
Procurement	Alison Gallacher, Category Manager algallacher@aberdeencity.gov.uk		
ICT – Digital & Technology	Steve Robertson, Digital & Transformation Manager sterobertson@aberdeencity.gov.uk		
Design – Public Buildings	Neil Esslemont, Team Leader nesslemont@aberdeencity.gov.uk		
Grounds Maintenance	Steven Shaw, Environmental Manager stevens@aberdeencity.gov.uk		
Communications	TBC		
HR	Lindsay MacInnes, People & OD Manager lmacinnes@aberdeencity.gov.uk		
Transportation Strategy and Programmes	Joanna Murray, Team Leader joannamurray@aberdeencity.gov.uk		
Place – TSAP	Nicola Laird, Senior Project Officer NLaird@aberdeencity.gov.uk		
Roads Management	Angus MacIver, Team Leader Technical anmaciver@aberdeencity.gov.uk Vycki Ritson, Team Leader Engineering vritson@aberdeencity.gov.uk		
Roads Projects	Alan McKay, Team Leader AlanMcKay@aberdeencity.gov.uk		
Emergency Planning Officer	Vikki Cuthbert VCuthbert@aberdeencity.gov.uk		

You can attach a link to your document to the list above but will need to attach **a copy of your document** to the consultees below as the link function doesn't work for generic addresses:

Service	Consultee	Comments	Date
Estates	Property Estates Manager Estates@aberdeencity.gov.uk		
Environmental Policy	EPConsultations@aberdeencity.gov.uk		
Equalities	Baldeep McGarry/ Faiza Nacef equality_and_diversity@aberdeencity.gov.uk		

Service	Consultee	Comments	Date
Planning	Local Development Plan Team LDP@aberdeencity.gov.uk Development Management PI@aberdeencity.gov.uk		

24. Document Revision History

Version	Reason	By	Date
V.1	Minor editing	Maria Thies	19.10.21

25. Decision by Capital Board	Date
* Approved	21/10/21

* Insert approval decision from Capital Board.