



OUTPUT SPECIFICATION

BUILDING OUR FUTURE: SCOTLAND'S SCHOOL ESTATE



SCOTTISH EXECUTIVE



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BUILDING OUR FUTURE: SCOTLAND'S SCHOOL ESTATE

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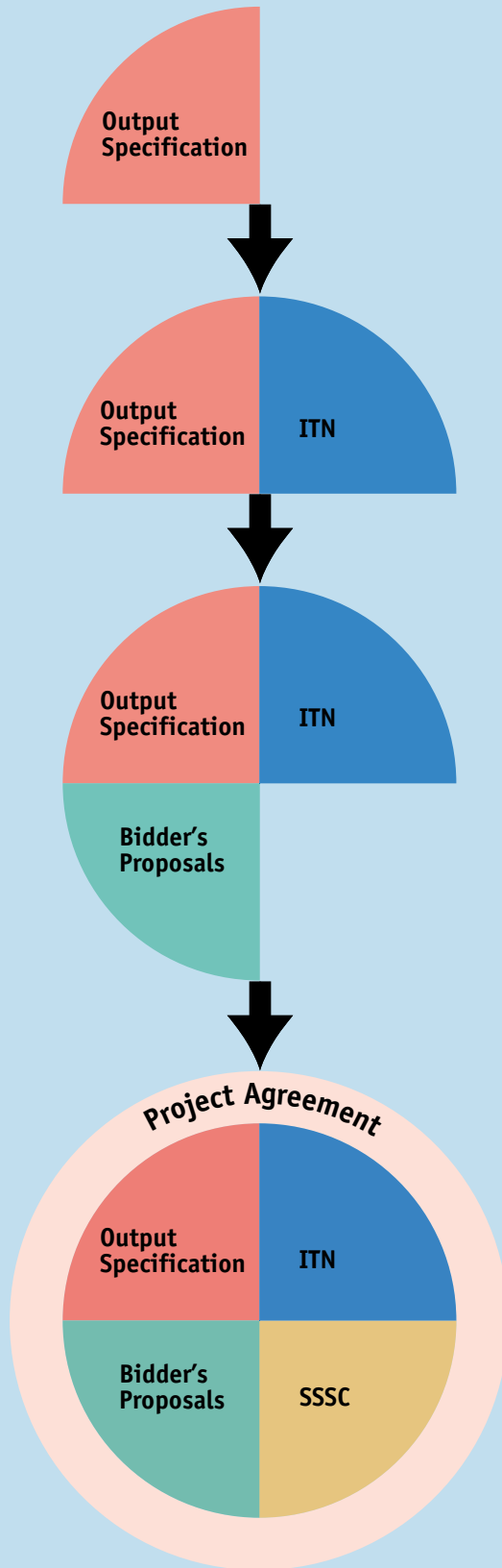
1 | INTRODUCTION

1. This guidance on the output specification for school Public Private Partnership (PPP) projects has been developed as part of the school estate strategy *Building our Future: Scotland's School Estate*.¹ It explains what the output specification is, how it contributes to the project, describes the main issues to be considered in developing the specification, and offers a model structure for an output specification. It is intended for local authorities and others involved in school PPP projects to help them achieve their objectives through well considered and clear output specifications. However, many of the issues will also be relevant to school projects using other forms of procurement.
2. The guidance is in 4 parts:
 - Section 1 Introduction
 - Section 2 Key issues
 - Section 3 Model
 - Section 4 Further information

WHAT IS THE OUTPUT SPECIFICATION?

3. In a schools PPP project, a private sector partner – usually a consortium including builders, facilities managers and lenders – designs, builds and maintains the schools in the project over a contract of around 25 to 30 years. The local authority purchases this work through monthly payments (the unitary charge) over the life of the contract. PPP projects focus on service outcomes – what is required, on risk allocation – where responsibilities lie, and on integrating design, build, service delivery and long-term maintenance.
4. The output specification is, essentially, a brief for the PPP project. It is the core of the Invitation to Negotiate (ITN) documentation. It defines the local authority's requirements for the schools in the project and covers issues such as accommodation, facilities and level of service and is the basis for bidders to prepare their proposals. A key factor in a successful project is that the local authority is clear about what it wants to achieve and makes this explicit in the output specification.

¹ Scottish Executive/COSLA, 2003, The Stationery Office ISBN 0-7559-0581-4.
<http://www.scotland.gov.uk/library5/education/bofs-00.asp>



5. As the project proceeds, the output specification is incorporated into the contract – the project agreement – between the local authority and the contractor. The *Scottish Schools Standard PPP Contract (SSSC)*² provides a framework for individual project agreements.
6. It is a considerable challenge to set out all requirements in the output specification in a way that is clear, and can form the basis for monitoring performance with facility and service standards which will trigger payment deductions if the contractor fails to meet these.
7. When bidders are preparing their proposals they may ask the local authority to clarify some issues in the output specification. Unless this relates to a matter of commercial confidence for an individual bidder, clarifying information provided should be copied to all bidders. This is good practice and will ensure that all bidders are working to a clear and unambiguous output specification and minimise the need for later clarification and the related risk of time delay and additional cost.

² *Scottish Schools Standard Contract*, Scottish Executive, 2003
www.scotland.gov.uk/about/FCSD/FIN-EXP-POL/00018232/publications.aspx

WHO DEVELOPS THE OUTPUT SPECIFICATION?

- 8.** The output specification is the local authority's main mechanism for defining its requirements: it owns the specification and leads on its development.
- 9.** The local authority's project team will need a range of skills and knowledge of matters such as strategic policies and planning, school specific issues, design, building and maintenance, legal issues such as land, procurement and contracts, and financial issues such as modelling, taxation and budget management. Some of this expertise may be provided by internal or external advisors assisting the core team.
- 10.** The project team needs to have a good understanding of wider issues and interests and to take account of these in an integrated output specification. Good communication with stakeholders, including the individual school communities and other interested groups, is essential to develop shared understanding of objectives and shared ownership of a successful outcome.

WHEN IS THE OUTPUT SPECIFICATION DEVELOPED?

- 11.** The output specification is first issued to bidders as part of the invitation to negotiate (ITN) documentation, but its format and content needs to be developed by the project team from the outset of the project. This should happen as soon as the local authority's outline business case has received final approval and the procurement phase begins.
- 12.** An outline draft of the output specification may be issued to potential bidders at prequalification stage of the procurement. This can provide an early structure and focus for more detailed work and send a clear signal about the local authority's commitment and approach to the project.
- 13.** The project timetable should allow a realistic period for the output specification to be developed fully, including appropriate consultation with stakeholders.



2 | KEY ISSUES

SCOPE

1. The starting point for developing the output specification is to be absolutely clear about the objectives for the project. These objectives should reflect the local authority's school estate management plan. This sets the purpose for the project and will be a useful framework in moving forward through the procurement stages.
2. Once the purpose of the project has been clearly established, the next stage is to develop a detailed project scope. This needs to define which schools will be included in the project, and what building and long term services are required.

Content – design, build, maintain

3. Before drafting the output specification, the local authority should have undertaken sufficient research and consultation to be able to confirm a clear scope of work for each school, agreed the project priorities, established in broad terms the facility and service standards to be achieved, and communicated these to all stakeholders. This level of shared understanding is essential for the development of an output specification which will accurately reflect essential requirements, identify scope for innovation and development, and allow the project team to make decisions which can deliver the optimum project outcome.

Accommodation requirements

4. The accommodation requirements, including circulation space and external areas, will be the main driver for bidders in determining design, construction and facilities management proposals and costs. It is essential to start from a strategic perspective, rather than base accommodation requirements on the existing levels of space and patterns of use in project schools.
5. The local authority should consider the use of each space in detail covering issues such as, the range of activities taking place, the type and number of users, and the patterns and hours of use. As far as possible, this should also identify how the requirements might change over the life of the contract. The accommodation requirements should also identify relative priorities within each space, and any potential for shared use of space.

6. The accommodation requirements should also include information about the preferred location and relative adjacencies of spaces, for example to support linked learning and teaching, facilitate internal management, or address differing access arrangements of various user groups. This might be illustrated in a diagram and included as an exemplar in the output specification.
7. Where appropriate, the output specification should include an explanation of the reasoning behind the accommodation requirements, for example, outlining how curriculum analysis or capacity assessments were arrived at. This will assist bidders in taking an innovative approach to space planning.
8. If there are specific requirements for some spaces, such as the minimum size of a practical subject classroom, these should be stated in the room data sheets.
9. While many accommodation requirements are relatively easy to describe, some aspects are more difficult to quantify, and it is important for the local authority to highlight these issues in the output specification. Bidders should be requested to demonstrate how they would address the issues in their proposals and the output specification should set out the criteria which will be used in the assessment of the bids.

Architectural design quality

10. The quality of the design will be a key factor in ensuring that the local authority's objectives are fully delivered over the life of the project. The designs of new or refurbished schools need to take account of potential developments in education, and other services that might be delivered through schools. It is essential that the vision for the school, and how this relates to design quality, can be communicated within the output specification: this is most commonly covered within the output specification as part of a design quality statement.
11. Internal design workshops involving a range of stakeholders can be useful in promoting the importance of design in the project. The output from this type of workshop can help in the development of clarity and vision in the design briefs and can be provided as supplementary information to the output specification. A well developed statement regarding architectural quality, with stakeholder consensus, will encourage rather than restrict the quality and innovation of bidding consortia later down the line.

Sustainability

12. The factors contributing to sustainable design are wide ranging and can help to inform the whole procurement and design process: defining need, investigating options, design and specification, evaluation of bids, and management of facilities along ecologically sound principles throughout the duration of the contract. The Office for Government Commerce (OGC) has produced guidance on *Green Public Private Partnerships*³ which describes the steps which are needed to include environmental considerations within PPP projects.
13. The Output Specification should set out the local authority's requirements regarding sustainability issues, highlighting specific areas where bidders are expected to demonstrate good practice. A number of design issues, such as the orientation of new buildings, and the use of natural light and ventilation, can deliver a better educational environment as well as contribute to lower running costs. In PPP contracts, the long-term view and life cycle should be taken into consideration at the inception stage and there are significant benefits to the local authority to place such requirements on the bidders.

Flexibility for future use

14. Adaptability to change is an essential factor in being able to sustain value for money over the lifetime of an educational facility. While the new school building will meet the specific requirements of the current education service, equally important will be its ability to adapt economically over time to changes in, for example, the curriculum, the pupil roll, the school timetable, class and group size, technology, the level of community use, early years services, the delivery of multi-agency services through the school, and so on.
15. In order to achieve the optimum value for money, local authorities should attempt to identify and quantify as best they can the specific extent to which future flexibility is likely to be required in their new schools, and to describe these possible scenarios in the output specification.

³ *Green Public Private Partnerships* OGC/DFT/DEFRA, 2002
www.dft.gov.uk/stellent/groups/dft_about/documents/page/dft_about_503209.hcsp

Accessibility

- 16.** Providing an accessible environment for school building users requires more than access for those with physical disabilities. While reference is likely to be made to the local authority's accessibility strategy and any Disability Discrimination Act audit information contained in the data room, it is unlikely that bidders will be able to anticipate from this alone what the specific requirements and priorities of individual schools will be. Local authorities should therefore highlight specific issues in the output specification, such as the particular requirements of those with hearing or visual impairments or of students with social, emotional and behavioural difficulties, and request that bidders demonstrate how they would address these issues in their bid proposals.

External environment and school grounds

- 17.** School grounds can be an important resource providing opportunities for both formal and informal learning and for both curricular and extra curricular activities. It is important to ensure that bidders recognise that the external environment requires similar care to the internal environment in terms of the facilities available and the quality of finishes provided. External spaces should not be considered in isolation, and the relationship of external spaces to internal spaces, and to patterns of circulation, should be included in design concepts. To emphasise this, room data sheets, scheduled areas and spatial relationship diagrams could also be used to describe the external environment.
- 18.** Early consultation with stakeholders and advice from specialists such as Grounds for Learning⁴ can stimulate imaginative approaches and assist in being more specific in highlighting the local authority's requirements in the output specification.

Reference scheme and design exemplars

- 19.** Local authorities should set out to achieve real design competition between bidders, requiring them to submit robust, well considered design solutions which are project specific. The primary purpose of a reference scheme is to establish a quality benchmark which communicates the level of design aspiration and, from this, to build up a realistic cost model. A reference scheme is an illustration of a potential solution: it is not a template, but should act as a catalyst for similarly innovative approaches by bidders. A reference scheme can be used to illustrate the overall character and impact of the building. It also demonstrates the local authority's commitment to procure inspiring design.

⁴ Grounds for Learning www.ltl.org.uk/scot.html

20. In addition to full reference schemes, the local authority may wish to reference design exemplars to illustrate general or specialist requirements and to amplify particular aspects of the output specification. Examples may include architectural plans or layouts, room relationship diagrams and room layout diagrams.
21. Local authorities may also undertake pre-ITN design work to assist in dealing with outline planning permission, to inform stakeholder discussion, to test the feasibility of challenging sites, and to test alternative strategies.
22. Careful consideration should be given to the way in which reference schemes or design exemplars are likely to be interpreted by bidders, and the output specification should be explicit about the extent to which they are expected to influence bidders' proposals.

New build and refurbishment

23. The local authority should have carried out an option appraisal for the project based on a range of scenarios, options and priorities for the schools.⁵ This will have investigated the costs and benefits of adopting the different options including the do-nothing option, and will have resulted in the choosing of a preferred option for each school.
24. The output specification should be sufficiently flexible to enable the bidders to evaluate for themselves the best method to deliver the local authority's requirements and to demonstrate any alternative approaches through innovation which may emerge after considering in more detail, the risks, whole lifecycle costs, site constraints and best value. These considerations will also encompass the variations between new build, refurbishment and combined new build/ refurbishment proposals.

Standard and variant bids

25. The main bid responses to the ITN will be based on the local authority's preferred option – usually referred to as the standard bid. Local authorities may also wish to invite alternative proposals through the process of variant bids. There is a resource implication – in time and costs – for both bidders and the local authority in dealing with mandatory variant bids and the local authority needs to be sure there are clear benefits in seeking any variants.

⁵ *Option Appraisal*, Scottish Executive, 2004

- 26.** The local authority may also invite bidders to submit non-mandatory variant bids. The requirement for these may be proposed by the local authority, or left open for bidders to propose alternatives.

Hours of use

- 27.** The number of days and hours when the local authority and the wider community will require access to the project schools should be carefully considered during the development of the output specification. These will have a major impact on the design, functional relationships and use of the spaces, as well as the unitary charge. They will impact on access, security, zoning and services arrangements. Consideration should also be given to how changes in the future might impact on the hours of use and future operation of the schools.
- 28.** Some parts of the school will be used outside school hours, and appropriate allowance should be made for community use, also taking account of future potential requirements. The local authority may also propose that the consortium should be able to make the school available to third parties, for example, allowing local clubs to hire sports facilities, provided that this does not impact on the service to the local authority.

RISK

Show stoppers

- 29.** The local authority needs to assess critical elements of the project which have a significant impact on successful delivery, such as school relocation, merger and catchment area change. If these issues are not fully addressed before the project goes to market, there is a significant risk that the scope and programme may have to be adjusted during the procurement or that elements of the project are included in the contract on a contingency basis. Both of these situations is likely to involve additional time and cost for the local authority and bidders. It is therefore essential that these issues are identified and managed closely from the start of the project, and that the risks are addressed in developing the output specification and ITN documentation.

Risk allocation

- 30.** Appropriate allocation of risk between the local authorities and consortium is an essential element of a PPP project. The local authority should identify risks and responsibilities at the option appraisal stage: this might be done through a range of mechanisms, such as a risk workshop with stakeholders.

- 31.** The local authority needs to ensure that the risk allocation in the financial model is accurately translated into the output specification. Risk issues will feature heavily in contract negotiations and local authorities may wish to take specialist advice and consult with their external advisors. They should also refer to guidance such as *The Green Book*.⁶
- 32.** The local authority will need to consider which risks it will retain, and which should fall to the consortium. In doing so, it will need to assess the costs associated with each risk and who is best placed to manage the risk. In some cases the allocation of risk may be quite detailed, for example, the local authority may take responsibility for vandalism to school buildings during school hours when it can maintain management control, with risk during other hours falling to the consortium.

Managing risk

- 33.** Care is required in drafting the output specification in order to transfer risk without incurring a disproportionate cost penalty. For example, where a local authority is proposing refurbishment of existing school buildings, some survey information about the condition of the buildings, such as the presence of asbestos, may not be available. In this case, it is likely that bidders would be unhappy about taking on the risk, and would cost their proposals accordingly. To manage this, the local authority should make clear in the output specification that the full risk would not be passed over until the successful bidder had carried out a full survey during the construction phase.

⁶ *The Green Book - Appraisal and Evaluation in Central Government* HM Treasury, 2003, The Stationery Office ISBN 0-1156-0107-4
www.hm-treasury.gov.uk/economic_data_and_tools/greenbook/data_greenbook_index.cfm

- 34.** In some areas, it may be difficult for the local authority to determine whether risk should be retained. This could be tested through a mandatory variant bid. For example, where school rolls are forecast to change during the life of the contract, the local authority might consider asking bidders to price an option for accepting the risk of future reconfiguring. The extra cost for asking the contractor to take on this risk could then be compared with the standard bid and the risk premium be quantified and evaluated.

Interface issues for FM services

- 35.** In many cases, the ability of the facilities management contractor to deliver a service will be closely related to the operational management practices of the school. For example, out of hours access arrangements for school staff are likely to have an impact on the security responsibilities of the contractor. The local authority should identify where there are likely to be operational interface issues between the two organisations and ensure that the output specification describes the necessary arrangements adequately. The local authority must also recognise the related requirements in the Staffing Protocol,⁷ Scottish Trades Union Council (STUC) guidance.

PROJECT DELIVERY

Affordability

- 36.** The project must be affordable and deliver value for money for the local authority. A detailed assessment of the project's affordability for the local authority, through the preparation and development of a shadow financial model, should have been carried out as part of the work to develop the outline business case. This model should have included an estimate of all the project costs, including the development, design and construction costs, the annual operating costs, the whole life cycle maintenance costs, and risk transfer costs. It should also take account of all the associated funding, such as the existing local authority revenue budgets to be transferred to the project, level playing field support, any capital receipts and other funding contributions to the project.

⁷ *Public Private Partnerships in Scotland - Protocol and Guidance concerning Employment Issues* Scottish Executive/STUC, 2002
www.scotland.gov.uk/about/FCSD/FIN-EXP-POL/00018232/protocol.pdf

A good output specification should:

1. make clear the local authority's objectives
2. reflect the requirements of the school communities
3. be clear, concise and unambiguous
4. give bidders sufficient information to decide and cost the facilities and services they will offer
5. identify those service areas which are most critical and will be given most weight in the payment structure and performance monitoring
6. highlight any constraints which are essential to defining a deliverable project
7. accommodate the need for compliance with statutory requirements and policies
8. ensure coordination between design, operation and lifecycle
9. permit contractors proposals to be evaluated against defined criteria
10. only contain requirements that can be afforded and are deliverable

- 37.** The shadow model should be reviewed and updated as necessary throughout the project to maintain an accurate reflection of the current project's affordability. This should take account of any changes and refinements made to the project scope, programme and other assumptions made in terms of costs and funding. In particular, it is important that there is a robust relationship between the expected performance standards in the output specification and the cost assumptions in the shadow financial model. Where affordability becomes a challenging issue, the local authority needs to be clear about its priorities and strike a balance between content, specification and affordability.

Market testing

- 38.** The project will be delivered in partnership with the successful bidder. The output specification is not an end in itself but the beginning of implementation of the project. In developing the output specification it is important to consider who might be interested in delivering the project and whether factors such as timing or detailed content might be adjusted to maximise the prospects of high quality bids. Early market consultation provides the opportunity to explore whether the project is viable and realistic and to gain an understanding of the market. An on-going dialogue with potential bidders will help the local authority to refine the project scope and provide confidence that the project will attract a positive response from the market when the ITN is issued.

PROCUREMENT

Communicating a clear output specification

- 39.** When drafting the output specification, it is important for the project team to establish and agree a set of terms and descriptions from the outset, so that a degree of consistency is developed throughout the text of the document. This will make cross referencing items within the output specification much easier for the local authority in their development of the document. It will also facilitate bidders in their understanding and analysis of the document which is likely to lead to fewer requests for clarification.

- 40.** The local authority's project team must take care in the extent of changes allowed to the output specification after it has been issued in the ITN. It is important to retain bidders' confidence in the project, and changes post-ITN will have more serious cost and time implications as bidders will need to re-model their proposals. If changes are required, these must be consistently applied across all project documentation.

Inputs and outputs

- 41.** It is a key feature of the output specification that the local authority's requirements should be presented, wherever possible, in output terms – focusing on the desired end result rather than the process or means by which this is achieved. It addresses 'what' has to be provided in a service rather than 'how'. Outputs for schools are therefore based on the service, such as education or community health, rather than the infrastructure or facility needed to meet this goal. Defining outputs requires a degree of creative insight and looking ahead. The optimum balance should be sought between being too vague in stating an output and in being too prescriptive or input-focused. Once the outputs are decided, the bidder's task is to determine the inputs required, including infrastructure and skills, to achieve this end result.
- 42.** Ideally, all aspects of the client's requirements should be framed in terms of outputs – the services to be provided. However, both bidders and clients have noted that it can be advantageous to frame some aspects of the output specification in terms of inputs, for example, specific layouts for practical classrooms, which have been refined through local authority experience and meet the current and anticipated future needs well, might be specified.

School-specific requirements

- 43.** If the project includes a number of separate school developments, the output specification will have to clarify requirements that are common across the project, and those that are specific to an individual school. These individual requirements are likely to be influenced by local need or other specific factors, such as the layout of the site.
- 44.** These variations will need to be reflected in the output specification: one way of doing this is to set out the common requirements and provide as appendices separate school-specific schedules detailing the extra-ordinary requirements. This approach should minimise unnecessary repetition and reduce the risk of misinterpretation arising from omissions.

Performance standards

- 45.** The local authority needs to clearly define required performance standards for facilities and services. Such standards may be developed from the local authority's policies, formal and informal standards, benchmarks and good practice.
- 46.** Standards need to be carefully referenced where there is some choice, for example, how widely to implement current standards to pre-existing buildings; where specific facilities and services to meet statutory requirements will be influenced by local management arrangements, for example on workplace regulations; and where the standard is to be exceeded. The output specification should clarify the local authority's requirements to minimise the risk of misinterpretation and possible over or under provision of facilities and services.

Data room

- 47.** Providing bidders with access to well organised, relevant background information will support the development of good quality bids. A data room containing relevant information, such as data on the existing school estate, education and other service policies, title information, site and floor plans, investigative surveys, maintenance data, and details of existing contracts, should be set up. Some of this information may be provided in hard copy, but it may be helpful to create an on-line resource that will allow bidders access from remote locations.

Operational aspects for schools during the construction phase

- 48.** The local authority should consider the impact of the project on the existing school estate, for example how the impact of construction activities or a move to a new building will be managed. The local authority must decide which transitional elements should be delivered by the private sector partner and set this out clearly in the output specification.

Interim services

- 49.** The authority should consider the proposed services commencement date for the PPP project and establish whether all its schools need to be available simultaneously. In the case of a phased services commencement, where school projects are completed as part of an overall programme, the authority may wish the consortium to start taking on some or all the facilities management responsibilities for the existing project schools after financial close or from the first interim services commencement date, prior to refurbishment or remodelling. This agreement is often termed an 'interim services period' and, as the contractor is unlikely to be able to meet the full facility and service requirements until the initial capital work is complete, the arrangements will have to be carefully set out in the output specification. In new build projects it may be necessary to construct the school on the playing fields and to complete the sports and external works thereafter. Interim services would be delivered up to full services commencement.



3 | MODEL

- 1.** This section sets out a model output specification. This is not a mandatory format but the structure and content are relevant to any output specification and offer a checklist of key issues to be considered.
- 2.** The model is in 4 parts:
 - › introduction
 - › accommodation
 - › services
 - › annexes
- 3.** The structure of this model complements the 4Ps Schools PFI Procurement Pack.⁸

⁸ *Schools PFI Procurement Pack* 4Ps, May 2003.
www.4ps.gov.uk

INTRODUCTION

Section	Content
Overview	<p>An outline of the scope and structure of the output specification, and how it fits with the other project documentation.</p> <p>Arrangements for use of the data room and for the bidders to obtain further background information.</p>
Strategy	<p>A description of the broad context and strategy, highlighting relevant documents such as the school estate management plan.</p>
Design	<p>The key issues to be included in the design of the schools. This might include statements on architectural design quality, building layout, build quality, accessibility, flexibility, sustainability and energy use, sense of place and social integration, external landscaping, and so on.</p> <p>Reference schemes for project schools.</p>
Sustainability	<p>Requirements for bidders to adopt sustainable solutions in design, construction, operation and maintenance, including issues of resource use, energy and travel.</p>
Existing schools	<p>The current physical and operational issues in the project schools, highlighting particular issues to be addressed.</p> <p>The level of project consultation undertaken prior to ITN stage, and to what extent this should be developed by bidders. Key stakeholders should be identified and arrangements set out for bidders to meet and consult them, including confidentiality requirements.</p>
Objectives for the project	<p>The specific objectives of the project should be stated, including the priorities which will feature in the the project evaluation of bids. These objectives provide a measure against which bidders' proposals can be tested.</p>

ACCOMMODATION

Section	Content
Sufficiency	The sufficiency requirements of project schools. The scope of future demographic change should be clearly highlighted to ensure schools are the right size, in the right place, at the right time throughout the contract period.
Detailed accommodation requirements	<p>The internal and external accommodation requirements for each school, including:</p> <ul style="list-style-type: none"> • size, type and number of spaces, set out in a schedule of accommodation • nature and pattern of use of each space • where relevant, how each space relates to others in terms of use – this might be supported by diagrams. <p>Room data sheets which describe for each specific space, requirements such as:</p> <ul style="list-style-type: none"> • accommodation • environmental services • furniture, fittings and equipment. • any specialist requirements
Building condition, planning and site constraints	<p>Reference should be made to existing building condition and site surveys, including previous maintenance and future demographic change(s) should be clearly highlighted.</p> <p>Any planning and development constraints on the project buildings and sites such as:</p> <ul style="list-style-type: none"> • listed building and conservation area status, local and structure planning policies, planning briefs • title restrictions, rights of way, rights of access • existing leases and third party arrangements • infrastructure work inside or outside the site boundaries as a direct result of the development
Programme and timetable	<p>The intended timing of the project. This should cover issues such as the programme implications of term dates exam periods.</p> <p>Clarification of responsibilities for moving existing school resources and equipment into the new or decant accommodation.</p>

ACCOMMODATION (continued)

Section	Content
Level of refurbishment work	Where refurbishment work forms part of projects, indication by bidders of the level of initial capital work proposed to each area and any areas of work will not fully comply with the council requirements.
Feasibility studies	Reference to feasibility work carried out for the project schools.
Exclusions	Detailed clarification of what parts of project schools' buildings, services or sites are not included within the project.
Management of the works	<p>Arrangements for monitoring the design and construction of the works. This should cover issues such as:</p> <ul style="list-style-type: none"> • issue and agreement of drawings and specifications • method statements regarding the management and programming of construction work • health and safety issues • progress monitoring arrangements
Compliance with statutory requirements	Statement that all work must comply with the relevant statutory requirements.
Environmental requirements	<p>Specifications of best practice for the environmental performance of the project schools, for the mechanical and electrical building services, and specialist installations. This should encompass natural lighting, acoustics, glare, thermal performance, solar gain and environmental performance.</p> <p>General statements might be supported by environmental services room data sheets where particular requirements can be highlighted on a room by room basis.</p>
Structural and civil engineering requirements	Specifications of best practice for structural and civil engineering works at the project schools.
Building Performance Requirements	<p>Specifications of best practice for the performance of the major building elements and components at the project schools.</p> <p>This section should be consistent with room-specific requirements in the room data sheets.</p>

ACCOMMODATION (continued)

Sub section	Content
External works and facilities	Specifications of best practice for external works and facilities at the project schools.
Furniture and equipment, signage (internal and external)	<p>Detail of the fixed and loose furniture requirements for the project schools. Clarification of responsibilities for the specification, supply, assembly, maintenance and re-provision of items throughout the contract.</p> <p>Arrangements for re-use of existing furniture and equipment, where necessary, should be confirmed.</p> <p>Performance requirements for signage.</p>
Life cycle	Service life requirements for the main building elements. In the case of refurbishment, residual life for existing components should be taken into account.

SERVICES

Section	Content
General standards and requirements	<p>The scope of facilities management services to be provided by the contractor and any further contract arrangements with existing service providers.</p> <p>The specific times when accommodation and services of project schools will be required by the authority, and a statement covering predicted changes in the pattern of use.</p> <p>Arrangements for additional third party use.</p> <p>Arrangements for dealing with vandalism. The commercial and contractual details will be included in the project agreement.</p>
Interim phase requirements	<p>Where the authority wishes the contractor to deliver facilities management services during the construction phase and prior to full services commencement: specification of deviations from the full FM services requirements which may relate to variances in output requirements for the transitional period.</p>
Performance monitoring	<p>Requirements for the monitoring of FM services during the service period (and during the interim period where relevant). This might include</p> <ul style="list-style-type: none">• the means of recording service delivery• arrangements for benchmarking and progress reporting• complaints procedures. <p>These requirements should be compatible with the project agreement.</p>

SERVICES (continued)

Section	Content
Service specifications	<p>Detailed requirements for each of the main service areas, such as</p> <ul style="list-style-type: none"> ◦ security ◦ health and safety ◦ cleaning and waste management ◦ asset management and building maintenance ◦ grounds maintenance ◦ utilities management ◦ furniture, fittings and equipment ◦ information and communications technology (ICT) ◦ catering <p>For each service area, the issues covered should include:</p> <ul style="list-style-type: none"> ◦ Outcome: a general statement which describes the purpose and strategic outcome required ◦ Scope: the full and detailed scope of the services to be included in the contract ◦ Quality standards: the detailed specification for the standard of services to be provided ◦ Performance standards: the specific and measurable service performance standards <p>Where necessary, reference to the Scottish Executive Staffing Protocol.</p>

ANNEXES

Section	Content
Reference documentation	Supporting information, as required.
Room data sheets	A room data sheet for each unique space within the project schools.
Availability and performance standards tables	The detailed reference tables referred-to in the services requirements.



4 | FURTHER INFORMATION

4Ps Schools PFI Procurement Pack

4Ps, 2003

www.4ps.gov.uk

Achieving Quality in Local Authority PFI Building Projects

4ps, 2001

www.4ps.gov.uk

Building our Future: Scotland's School Estate

Scottish Executive/Convention of Scottish Local Authorities, 2003

www.scotland.gov.uk/library5/education/bofs-00.asp

Client Guide: Achieving Well Designed Schools through PFI

CABE, 2002

www.cabe.org.uk/pdf/PFI%20Schools-amended.pdf

Client Pack, Construction Works Procurement Guidance

Scottish Executive

www.scotland.gov.uk/building/client.asp

Furniture for the Future: new ideas for tomorrow's classrooms

DfES/Design Council, 2003

e-mail: info@designcouncil.org.uk

Grounds for Learning

www.ltl.org.uk/scot.html

Improving Standards of Design in the Procurement of Public Buildings

Commission for Architecture and the Built Environment (CABE)/Office of Government Commerce (OGC), 2002

www.cabe.org.uk/pdf/CABETOC.pdf

Office of Government Commerce Guidance

www.ogc.gov.uk/sdtoolkit/reference/ogc_library/guidesumm.html

Option Appraisal, Scottish Executive, 2004

www.scotland.gov.uk/about/ED/Schools/00016238/page1031246952.aspx

Quality Indicators in the Design of Schools

Royal Incorporation of Architects in Scotland (RIAS), 2002

www.rias.org.uk

Schools for the Future: Building Bulletin 95

Department for Education & Skills (DfES), 2002

www.teachernet.gov.uk

Scottish Schools Standard Contract, Scottish Executive, 2003

www.scotland.gov.uk/about/FCSD/FIN-EXP-POL/00018232/publications.aspx

Scottish Executive, Financial Partnerships Unit

www.scotland.gov.uk/ppp

Sportscotland

www.sportscotland.org.uk

Step by Step Guide to the PFI Procurement Process, Scottish Executive, 2003

www.scotland.gov.uk/about/FCSD/FIN-EXP-POL/00018232/facts.aspx



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