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20 FEATURE: SCHOOLS, ACADEMIES + FURTHER EDUCATION

Balancing demand and supply: What is the tipping point to build a new school?

An ambitious and powerful thought leadership strategy harnessed Pick Everard's expert insights to grab customer attention to help shape thinking at a time of major industry change – and keep the consultancy front of mind with decision-makers.



x555
return on
investment



60
pieces of
coverage



5.73m
target audience
reach



£7m
in
leads



Preservation with progress

Rising to the university retrofit challenge in the quest for net zero

Balancing budgets, sustainable targets and the maintenance of a modern university campus is a complex challenge requiring bold thinking. Yet some of the answers may lie in the environment the estate serves. Kieran Ower, director at multi-disciplinary consultancy Pick Everard, explores the unique opportunities offered to universities to lead the way when new build is not the answer. They say nothing worth doing comes easy – and while retrofitting is rarely a simple solution, in the right hands, it has the potential to achieve a low impact and whole life value solution to upgrading and improving university estates. In this, higher education sites have the potential to contribute significantly to the UK Government's net zero ambitions. That's if our institutions can see beyond the immediate hurdles of funding gaps and ageing bricks and mortar assets. Drawing on their proven strengths in establishing successful partnerships and experience

4 | Summer 2023 | CAMPUS



Preservation with progress



OPTIMISING WELLBEING IN EDUCATION DESIGN

Paul Knifton, Strategic Accounts Director at Pick Everard, considers how to be creative with wellbeing design in schools within a standardised framework.

With previous construction frameworks for the Department for Education (DfE) focusing on net zero targets and school in modular construction, it design guidance offers the opportunity to apply more creativity to environments. Construction work 2025 (CP25) maintains the energy-efficient technology and sustainable materials to minimise carbon footprint, and comes with a Pattern 3 layouts are not being created. However, it is clear that the work wants more.

Refreshing to see that while other best practice is being led in CP25, there is also a new wellbeing, long-term value design. Given what we know about the DfE's shift towards all schools have a SEND base, and in the schools white paper and Achieving and Thriving, it sense that new priorities include a healthier learning environment. The challenge now is to spaces that deliver educational goals, not just lessons.

With previous construction frameworks for the Department for Education (DfE) focusing on net zero targets and school in modular construction, the latest design guidance offers the chance to apply more creativity to learning environments. Construction Framework

example, are well documented, with the concept of incorporating nature into the built environment often drawn on in the healthcare sector to support recovery and wellness. In the same way that nurturing connections to the natural world in hospital design helps patients feel calmer and less stressed, it can also help to engage and inspire students to encourage participation and achievement.

ORGANIC INTEGRATION
Biophilic design goes much further than material specification, although the textures and colours of natural elements such as timber are among the environmental features likely to appear more highly in specifications. This will be complemented by design strategies to maximise natural light as well as interventions such as water features and high-quality ventilation.

Sensory experiences will also have to be considered more keenly, taking into account whether a space will be used for activities that stimulate students or if they need to reduce sensory overload. Clearly in design can support this, with defined 'zones' indicating areas for group work or more focused learning, areas that promote movement and social interaction or ordered, clutter-free areas for minimal distractions. As well as the use of light, space can also be a big part of biophilic design to support wellbeing. It can be the bridge that brings harmony between the outdoors and the indoors, framing views of the landscape, improving air quality and creating a sense of openness and unity. On a practical level, outdoor eating areas can ease pressure on crowded dining halls, while outdoor classrooms enrich the learning experience. Referencing place can also support biophilic principles, celebrating history and local connections. Landmarks, cultural events, and reflections on community cohesion and diversity can all inspire a sense of belonging and protection. It was this idea of creating an identity that students could relate to that helped to drive the design of Les Quenneville School in Jersey. The school leadership team wanted to generate pride in the school by giving students a more 'grown up' university-like environment in which to learn, using flexible spaces such as informal study pods, immersive performance areas, state-of-the-art science labs and external learning decks for outdoor experiments. CP25 has the potential to give architects, specifiers and contractors the freedom to develop healthier school environments while still reaping the benefits of everything we've learned from sustainable, modular design. But it's also a framework that will separate projects into those that we have seen replicated elsewhere before, and those that take the most creative ideas, working together with all partners to ensure they become a reality for optimal student wellbeing. www.pick-everard.co.uk