



7 May 2025
Design and Access Statement

Hopwood Hall College



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1.0 INTRODUCTION

This Design and Access Statement has been prepared by Sheppard Robson on behalf of Willmott Dixon Construction. Additional input has been provided by Ares Landscape Architects. It accompanies and supports the planning application for for part redevelopment of Hopwood Hall College. The statement explains how the proposed development is a suitable response to the site and its setting, and demonstrates that it can be adequately accessed by prospective users.

This document accompanies the planning application for Hopwood Hall College, Rochdale Campus, St Mary's Gate, Rochdale OL12 6RY. It is intended to supplement the information required by Rochdale Borough Council by summarising the functional requirements of the brief, together with the architect's interpretation of the site context and the response to it.

Section 42 of 2004 Town and Country Planning Act substituted the Section 62 of the 1990 Act so as to provide a statement covering design concepts, principle and access issues submitted with an application for planning permission. It states that one statement should cover both design and access, allowing applicants to demonstrate an integrated design approach that would deliver exclusive design and address a full range of access requirements throughout the design process.

A key purpose of the Design and Access Statement is to achieve good design, supporting the role in the delivery of sustainable development through the planning system. This is a fundamental objective of the Planning Policy and as such is reflected in the National Planning Policy Framework.



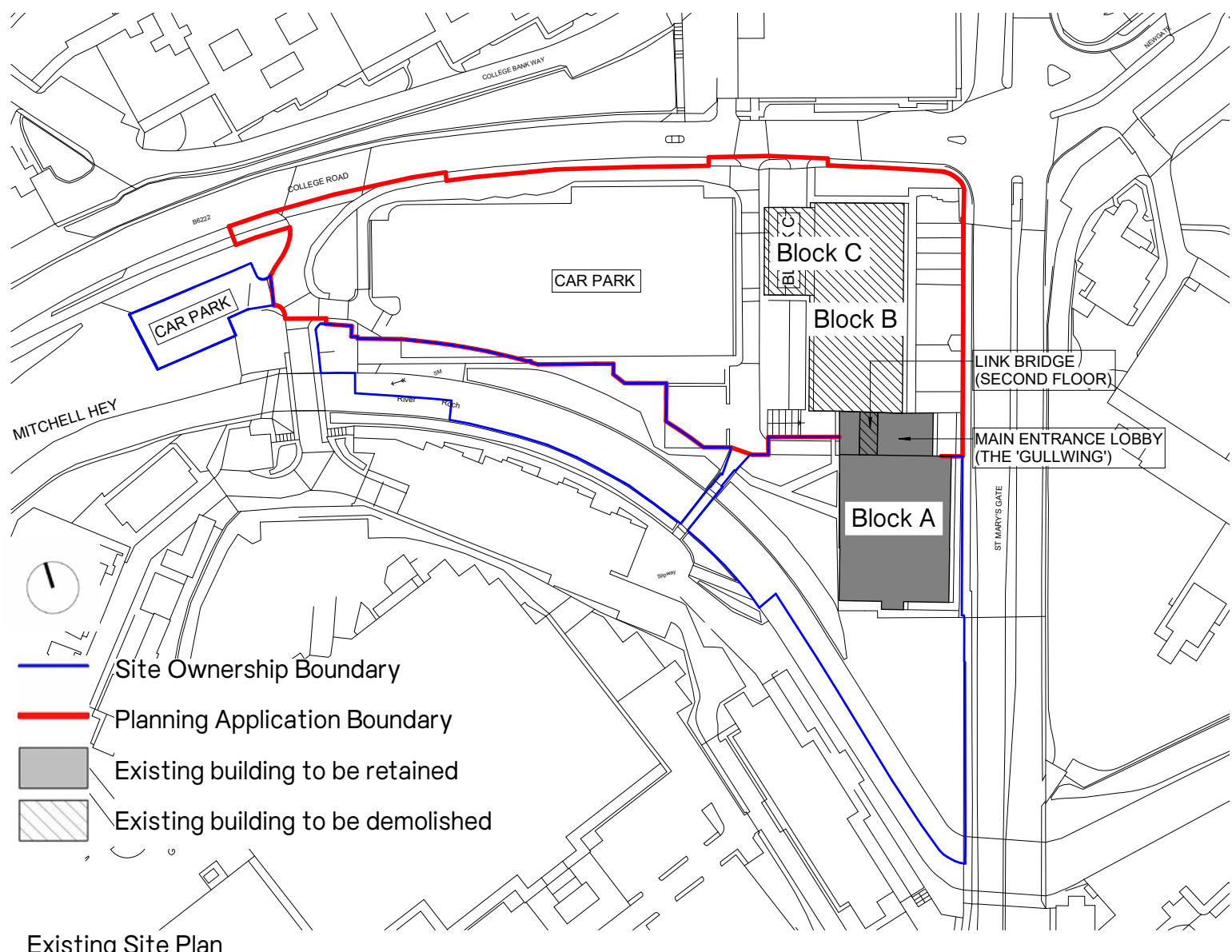
Hopwood Hall College Site Location

2.0 DEVELOPMENT BRIEF

The project brief is for the development of a new 'Block B' to replace the existing 'Block B', which is in poor condition and will be demolished upon completion of the new block. The new building will provide accommodation for between 850-900 students and staff across subjects including Art & Design, Catering, T-Levels (including Media, Graphic Design & Gaming), Film Design and provision for teaching Higher Education courses such as Teacher Training and Healthcare. In addition, the building will include Support and Social spaces, including the Student-Support Hub and Learning Support spaces.

2.1 Location

Hopwood Hall College's Rochdale campus is situated on a substantial site off St Mary's Gate, bordering the town's urban edge.



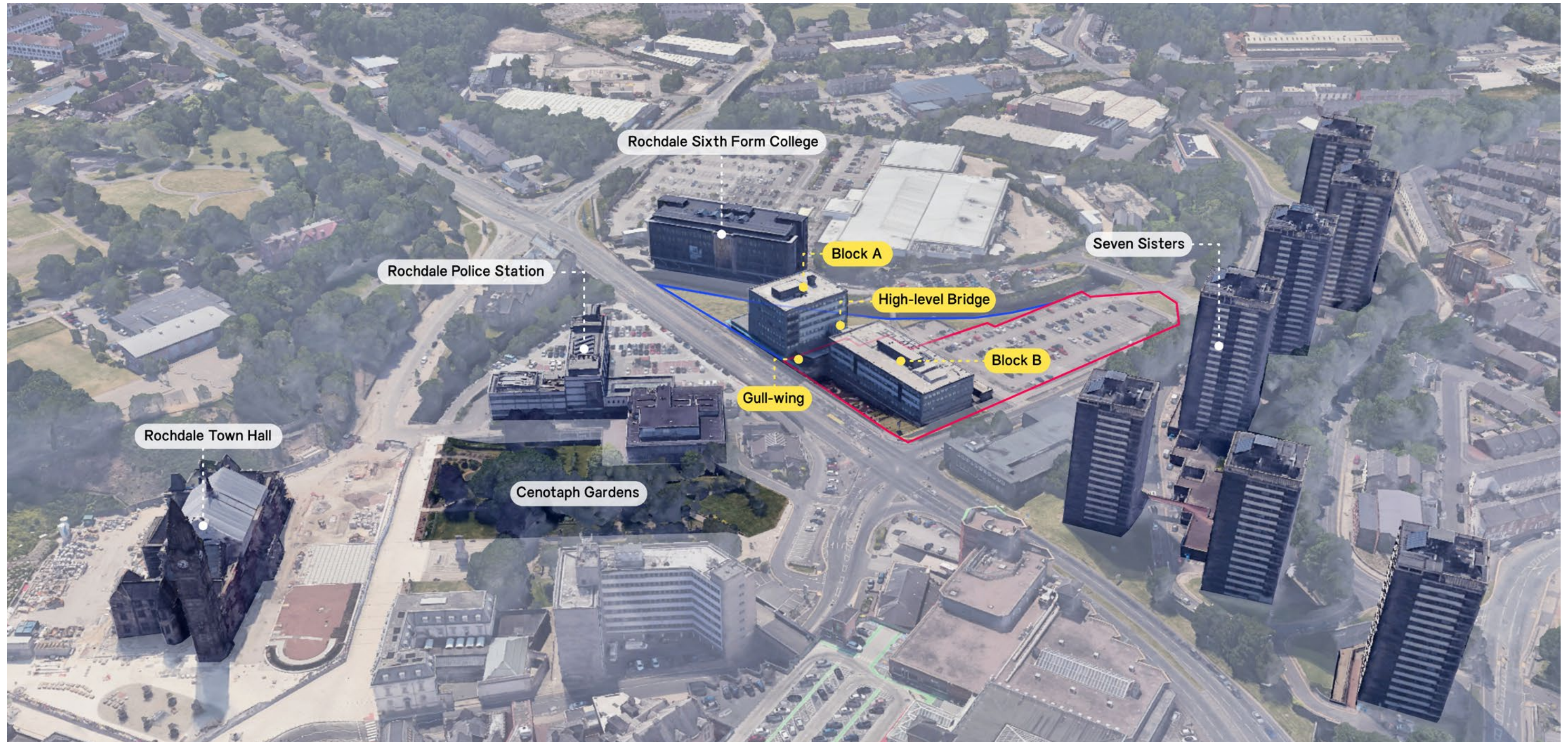
Existing Ariel View

3.0 SITE ANALYSIS AND CONTEXT APPRAISAL

3.1 Site and Immediate Surroundings

The college site comprises two main blocks, designated as Block A and Block B, connected by an existing 'gullwing' link structure and a high-level link bridge. The college car park is located to the west of the site. As part of the proposed redevelopment, the 'gullwing' link will be retained and refurbished, while the link bridge connecting to Block B will be demolished. A new Block B is proposed for the northern section of the existing car park.

To the north of the site are the 'Seven Sisters' residential towers. To the south, separated by the River Roch, is Rochdale Sixth Form College. The town centre of Rochdale, with key buildings such as the Town Hall, lies to the east. Immediately to the east are the Cenotaph Gardens and Rochdale Police Station.



Key Buildings in Rochdale



Rochdale Town Hall



Buildings near the site



Rochdale Sixth Form College



Seven Sisters

3.2 Site Analysis

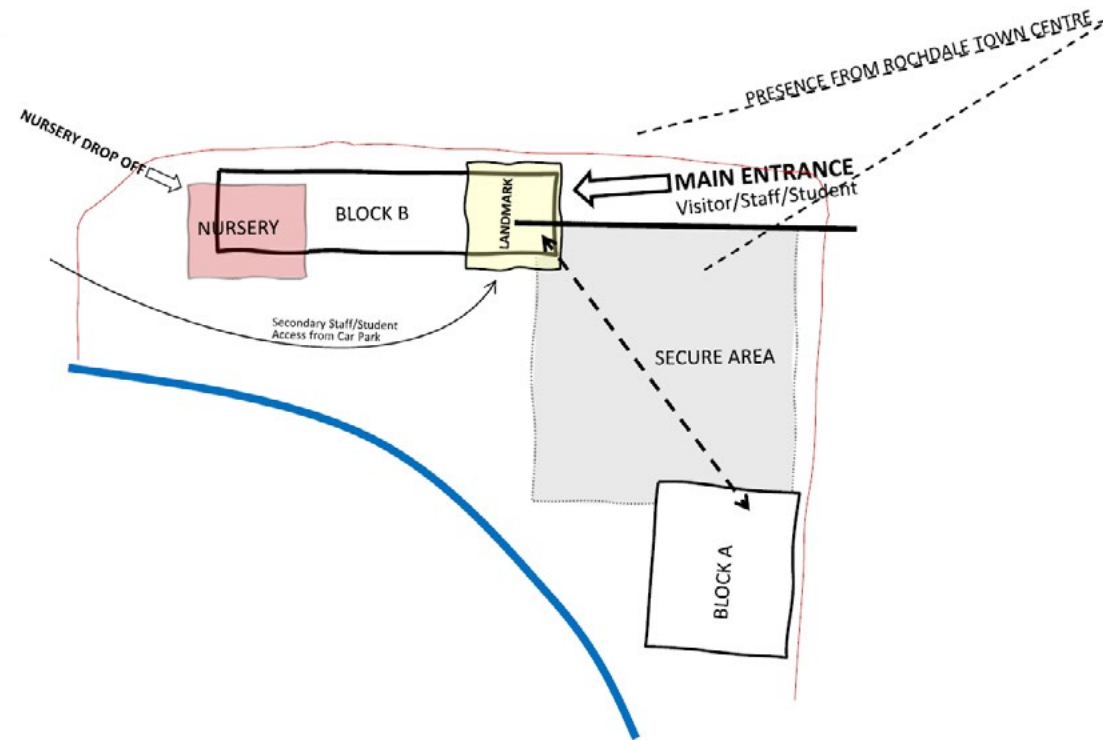
The masterplan for Hopwood Hall College has followed extensive analysis of the site and context. The following elements are highlighted as key considerations. The site is adjacent to flood zone 2 with a small area of flood zone 3 near the River Roch. Any works carried out 8m away from the river and any excavation occurring 16m away from the river will require approval from the Environmental Agency. Any works carried within 10m of the riverbank will require a 10% Biodiversity Net Gain (BNG) improvement as part of the proposal. The red line now falls outside of these perimeters. The site is located near busy roads (College Road and St. Mary's Gate), with a public sewer with a 6m easement (3m at each side) running across the site north to south.

Topography

The site falls from North to South by approximately 2m, with a high point towards the northeast corner. The existing carpark sits atop a retaining wall along the south elevation, with College road retained to its north above. A basement is located adjacent to Block A, with a level difference of approximately 3m from Block A's FFL. These terraces will be looked to be retained.

Access and Circulation

The college site is well-connected to the town centre, with only a 7-minute walk to the bus interchange and a 15-minute walk to the train station. A bus stop on College Road serves the 468 TRAX and R8 Rochdale runners. The offsite car park and road access to the main college car park on the west side of the site provides opportunities for the creation of a cohesive pedestrian and vehicle circulation system.



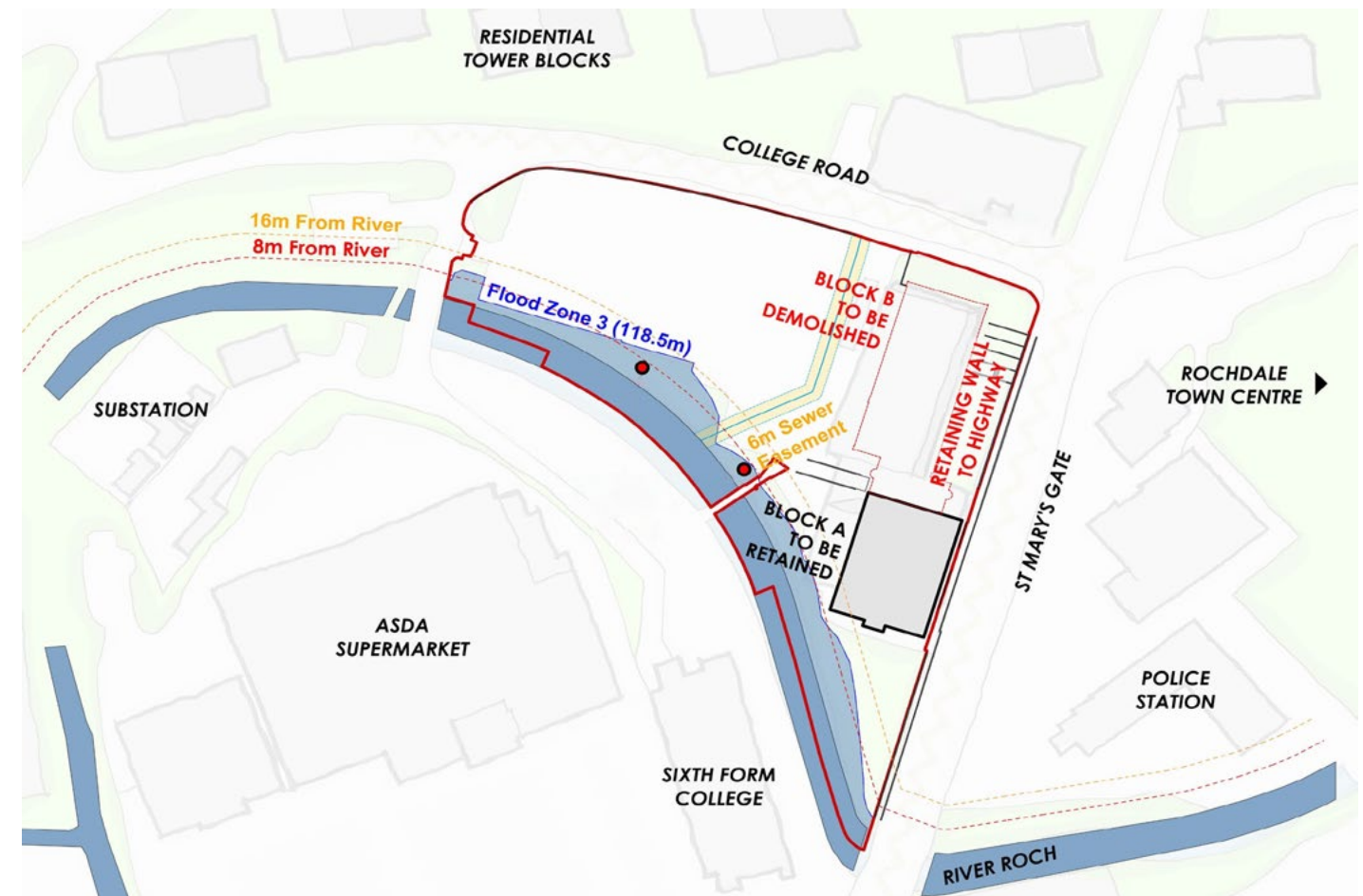
Principles of Site Access

Trees & Vegetation

The existing site is mostly hard standing and built form, with a small section of hedgerow to the northeast and small patches of mown grassland on the north east terraces. There are no trees surveyed on site other than small ornamentals in raised planters.

Ecology & Biodiversity

A number of surveys and ecological reports accompany the application. 3no. statutory sites are located within 5 km of the site, the closest of which was Rochdale Canal Site of Special Scientific Importance (SSSI) and Special Area of Conservation (SAC) located 1.27 km southeast of the site. The existing hedgerow and flat roofed buildings offer nesting opportunities for birds and the River Roch offers potential commuting and foraging for bats. The proposal looks to enhance and improve the existing ecological and biodiversity value on site.



Site Constraints

3.3 Site Opportunities

The college is in the heart of Rochdale and the opportunity exists to build a strong focal point for the students and staff of Hopwood Hall College. Opportunities to maximise social space and promote social interaction between students exist, and to improve the security of the site.

The built form frames an internal landscape area with a green character and an easily accessible circulation strategy.

The buildings are set to create a the sense of arrival and approach to the school can also be enhanced, creating a clear visual relationship for students and visitors, with a defined secure line and arrival into a civic space at the school entrance.

3.4 Existing Buildings

The existing college comprises two main blocks, Block A and Block B, along with a smaller Block C and the Gull-wing Structure connecting the two main blocks. Blocks B and C have been identified as being in a state of disrepair and/or unsuitable for functional modification to meet the Department for Education’s (DfE) Net Zero NZCio targets. Consequently, they are proposed for demolition.

Once the new Block B is constructed, the existing Block B and C will be demolished. The Gull-wing Structure will be retained and refurbished

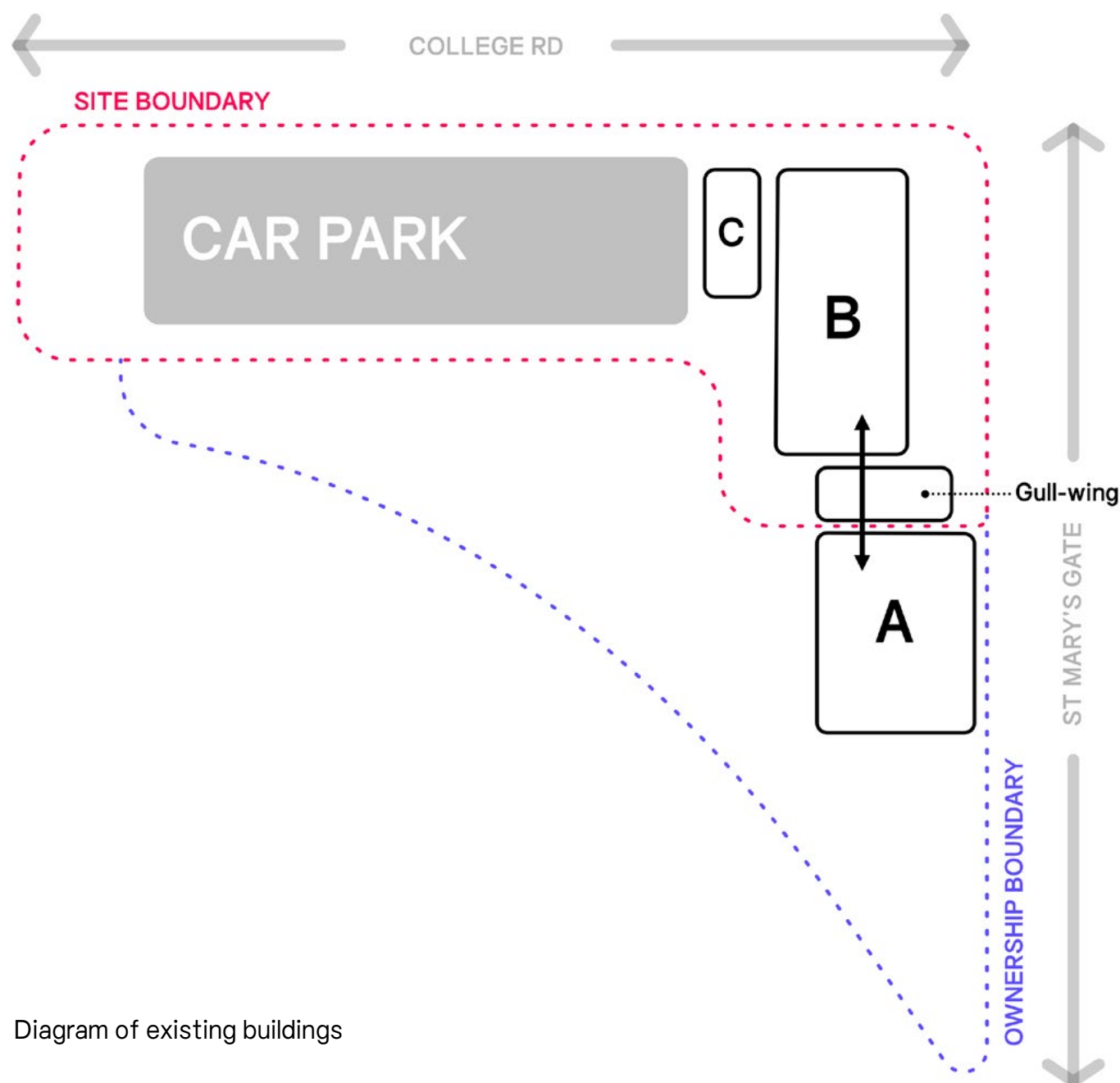


Diagram of existing buildings

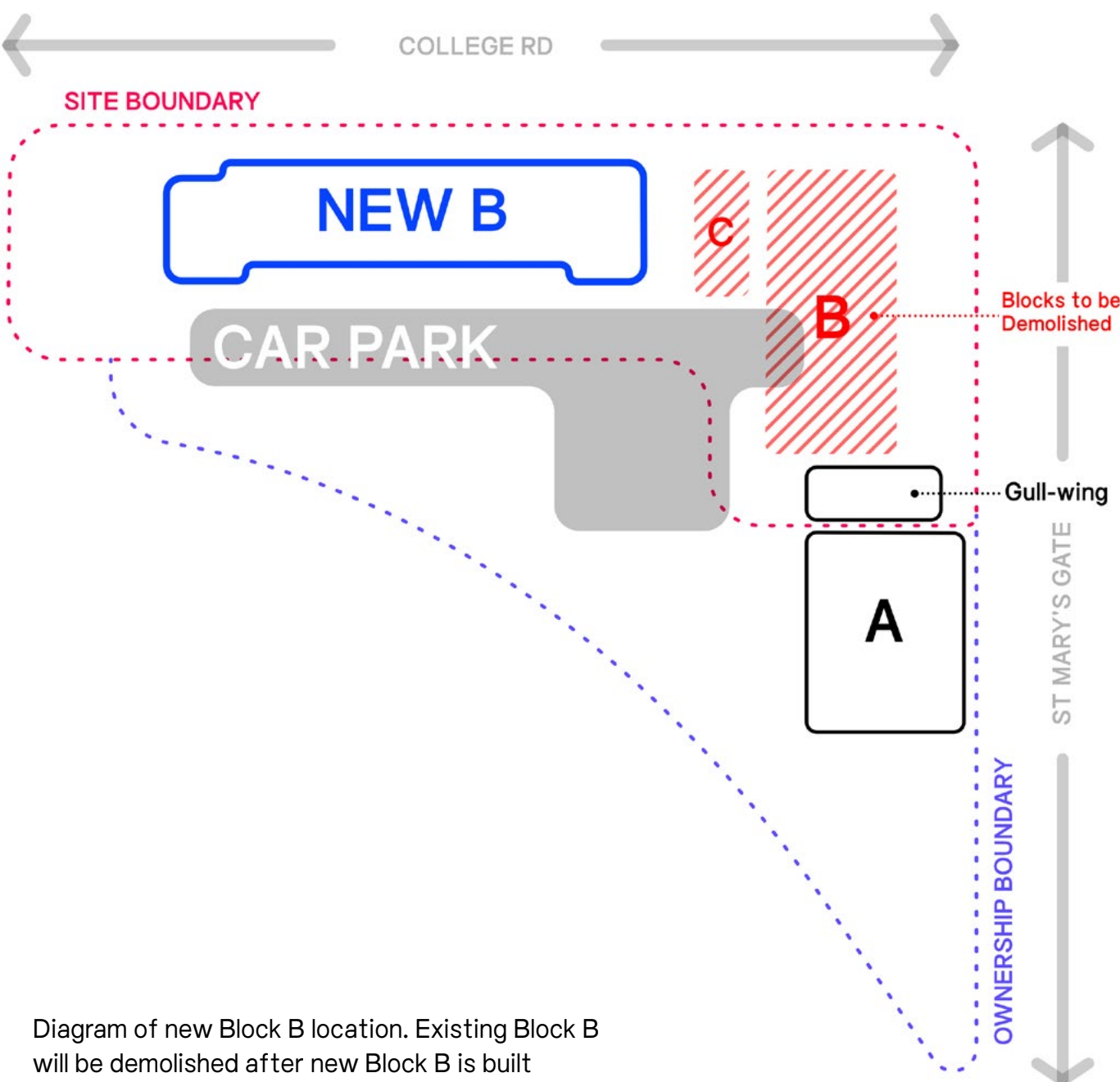


Diagram of new Block B location. Existing Block B will be demolished after new Block B is built

4.0 DESIGN STATEMENT

4.1 Design Principles and Concept

The new Block B had to be located on the existing site, and the DfE feasibility study determined the optimal placement to be along College Road on the existing car park. This maximized the college's civic presence and identity. This location allowed for a clear site strategy with defined zoning and security, provided a solution for the existing surface water drain, facilitated a simple and economical plan form, enabled a single-level plaza linking existing and new blocks, and created a discrete, secure location for the nursery, while also reducing flood risks.

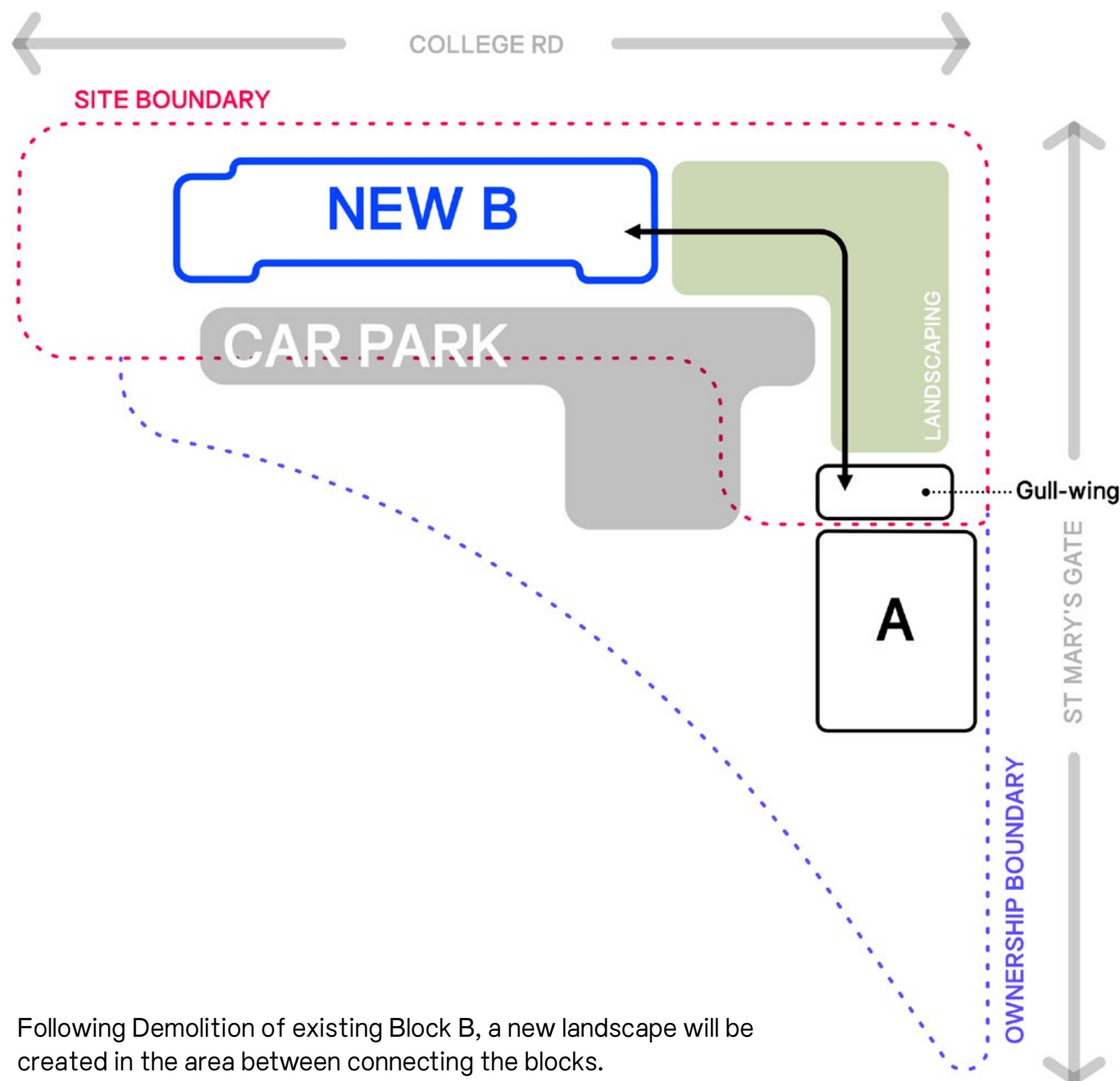
The proposal creates a new main entrance focal point into Block B from a new civic plaza adjacent to the junction between College Road and St Mary's Gate. The new entrance provides direct access to Block B and students for Block A will also access the campus through the new entrance, before moving across the external plaza to Block A. The main entrance is signified by a triple-height recess which articulates the corner of the block and has large areas of curtain walling which give both an indication of the activity within as well as views out for the students and staff working within the building. The eastern end of the building is the heart of the college, creating the link between the new block, the plazas and the existing Block A. Social, active spaces including the LRC, student social, entrance and conference room have been located within the heart of the building, creating a central focal point for users and a welcoming and active entrance.

To the west of this central hub, the building is a simple linear block arrangement, with the teaching and admin spaces organised either side of a central circulation spine and a stair and lift close to each end of the building. The block is articulated to indicate the entrances to the college and the nursery, and to highlight both the HE provision and the nursery to create identity for these functions and to create visual interest for the prominent town centre building.

The ground floor of the building houses predominantly admin and student support functions, including the main student hub, which is easily accessible from the main entrance and is semi open plan, allowing it to be open to the corridor to encourage student interaction whilst also maintaining a level of discreetness and privacy. Individual 1-to-1 consultation rooms off the main space provide facilities for private conversation. The learning support facilities are provided opposite the student support and provide spaces for both staff and students. Student Social facilities are located close to the main entrance as a large, semi-open space for socialising and multi-functional use, with direct access out onto the external student social areas.

Learning spaces are located on the upper floors, with provision for Further Education on first and second floor, and the Higher Education provision independently located on the top floor of the building, with a dedicated lecture theatre and social space and controlled access for HE students. Cross-college resources including the LRC and the exam suite are distributed across the floors and accessible to all students.

The nursery is located at the west end of the building, with an independent entrance marked by a canopy. The nursery functions independently of the college building, with an internal secure line separating the nursery rooms from the college.



Following Demolition of existing Block B, a new landscape will be created in the area between connecting the blocks.

4.2 Key Spaces

A number of areas of the school were discussed in more detail during the engagement process. These are spaces especially important for the college operation and student, staff and visitor experience. They have been identified as the following:

- Main Entrance
- Student Social Space
- Staff Hubs
- Student Support
- LRC
- Nursery

Main Entrance

A key principle set out in the college brief was the desire for the new Block B entrance to function as a single point of access to the whole Rochdale Campus. The new building is ideally located for this, adjacent to both the new public plaza and the internal student plaza and easily visible and accessible from Rochdale town centre and the adjacent roads and public transport links. The principal entrance point has been located on the east of the building addressing the new plaza and providing a clear entrance into the building for students, staff and visitors who enter the building in a triple height recess

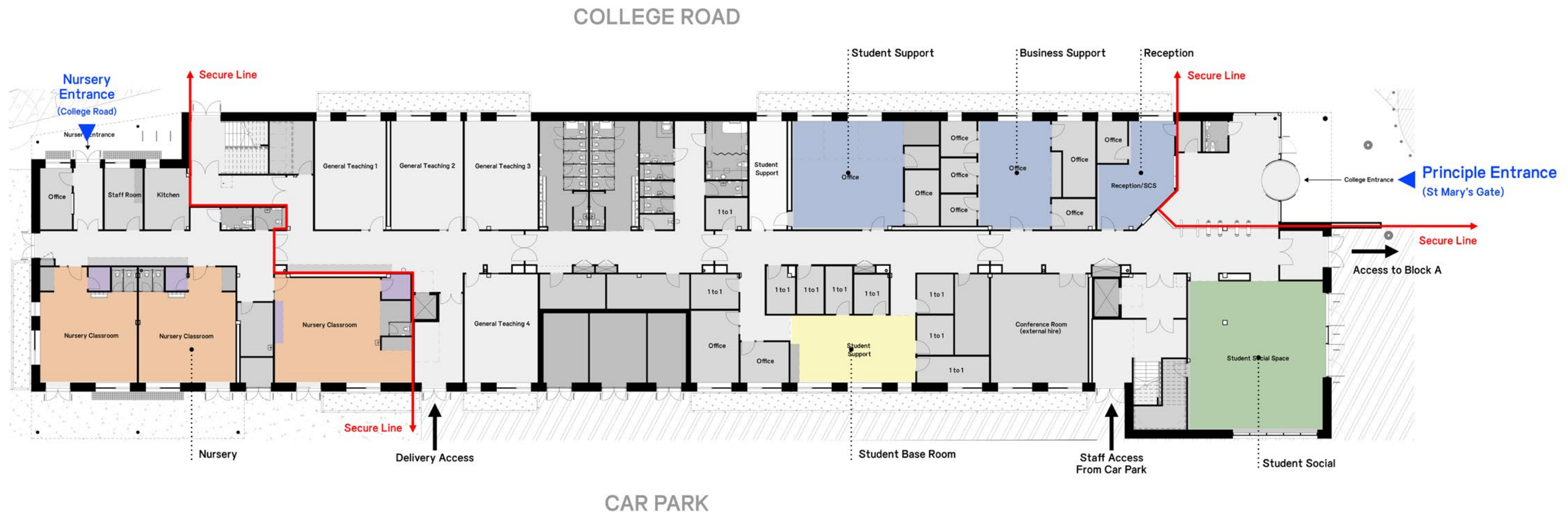
and approach the reception area or the student turnstiles, then pass through into the heart of the building with the student social and conference rooms adjacent to the reception.

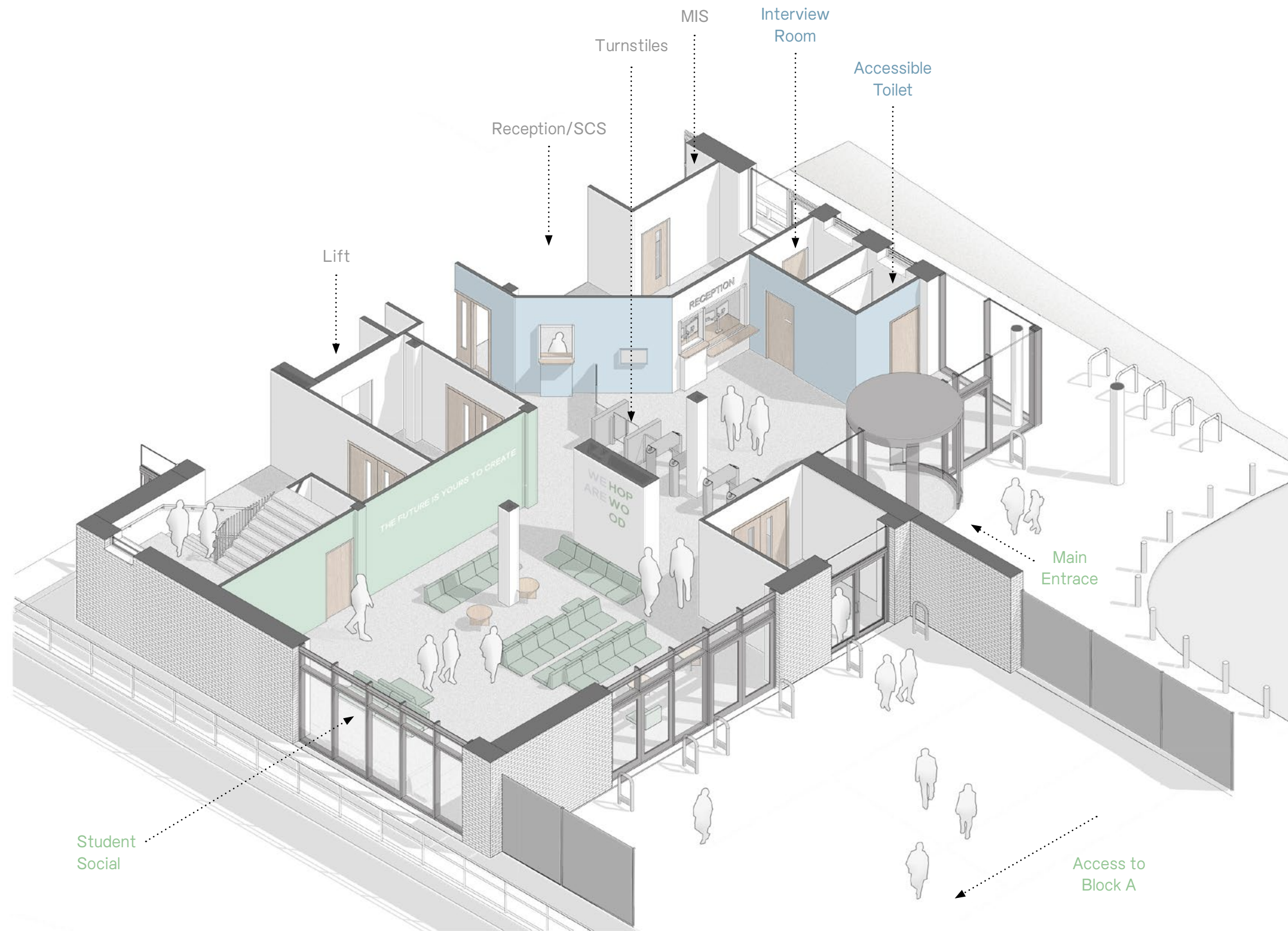
Secondary Access is provided from the DDA parking spaces and for staff accessing from the car park via a turnstile/pass gate into the external student social areas and then into the building. There are also opportunities for swipe-card access via the doors adjacent to the stair. Primary visitor parking will be provided to the north of the building adjacent to the main entrance as well as wayfinding signage from the main car park to direct visitors to the primary entrance.

The internal organisation and secure line are clear and easily controlled by reception staff facing the entrance and lobby doors from the dual aspect reception. Visitors have access to an interview room and accessible WC without having to cross the internal secure line.

For students who are accessing the building, the turnstiles provide a quick and direct route through the secure line, set apart from the waiting areas in reception. The dual-aspect reception area provides a secondary reception point within the secure line for students.

Entrances provides an ideal opportunity to celebrate the college's identity through use of colour and graphics. This can be introduced as an accent colour to emphasise the reception desk or incorporated as a feature wall graphic. The overall proposal will be developed further at the next design stage, however the intention is seek inspiration from the existing college branding, logo and colour palette.





College Main Entrance Axonometric

All furniture is indicative



Indicative View of Reception

Student Social

After detailed discussion during engagement meetings, the main student social space is located to the south of reception, with direct access out to the external plaza. The student space is large and open plan, giving flexibility in use and the opportunity to host larger events such as enrolment. A furniture store is located directly adjacent to the room to help facilitate flexible uses. The student social spaces is in close proximity to adjacent staff areas for passive supervision of learners.

Staff Hubs

The college have aspirations to move away from a cellular, traditional office format into a more modern way of working with different work environments, collaborative spaces and hot desking. The distribution of staff spaces was reviewed during the meetings to ensure that the functional requirements of the college are met on each floor and that the provision in the SoA is met. Staff spaces also provide a level of passive supervision, so the distribution throughout the college, in particular close to social spaces has been carefully considered.

The distribution throughout the college is based on

1. Student support base on Ground Floor
2. Business support hub on Ground Floor, adjacent to the main reception/admin areas.
3. Teaching staff hot-desking/mini staff hub on each teaching floor

Through careful discussion with the college hot desking areas, staff work rooms and offices have been combined to create larger working areas through the college. These have been assigned FF&E by Pinnacle and the number of available work stations in each area has been reviewed by the college and aligns with their requirements. In addition to hot desking, a number of individual offices are provided for specific staff roles.

Staff spaces are distributed throughout the building for passive supervision, but are particularly located adjacent to all entrances, student social spaces, LRC and, where possible, close to stairs, lifts and WCs. In addition, data points will be provided to allow the college to install internal CCTV for further supervision.



Indicative view of the student social space, looking towards the main reception and with the external social areas to the right

All furniture is indicative

Student Support

Student support and Learning support provide key services to the students at Hopwood Hall College. These two facilities have some crossover, but provide different services, with Student Support providing pastoral support whilst Learning Support supports the curriculum and provides alternative, quiet work areas for students with additional needs. These two spaces are co-located on the ground floor on opposite sides of the corridor and close to the main entrance and student social areas. The Student Support Hub has been specifically designed to be semi open-plan to be welcoming and non-intimidating to student who need to access the service, but discreetness is maintained with the careful positioning of walls to limit sight lines into the space. Alongside the larger hubs, a number of individual rooms are provided for 1-2-1 conversations and for individual learning support meetings.

LRC

The LRC is a key facility within the college, serving both the new Block B and the existing Block A as well as the HE facilities. To achieve this, the facility is located at the eastern end of the new block, directly above the reception with easy access via the stairs and lift, and with views across the new plazas toward the town hall. It is anticipated that the LRC will be a heavily used space and is designed to be a bright, aspirational and welcoming space which is also visible from the approach to the building and forms part of the key frontage to the new civic plaza.



Indicative view of the LRC, looking north

All furniture is indicative



Indicative view of the LRC, looking out towards Rochdale Town Hall

All furniture is indicative

Nursery

Whilst part of, and inter-connected with, the main building, the nursery is required to function independently of the rest of the college. The nursery facility has a separate entrance in the NW of the building with access from College Road and from the car park. Parents and pupils enter through a secure line adjacent to the staff offices. 3 individual classrooms are provided off the main corridor, each with dedicated pupil WCs, storage and outside play accessed directly from the classroom, which benefits from cover created by the overhanging elements of the building above.. Staff break facilities, WCs, a kitchenette and laundry are also provided.



Nursery entrance with canopy and possible opportunities or signage and/or student artwork

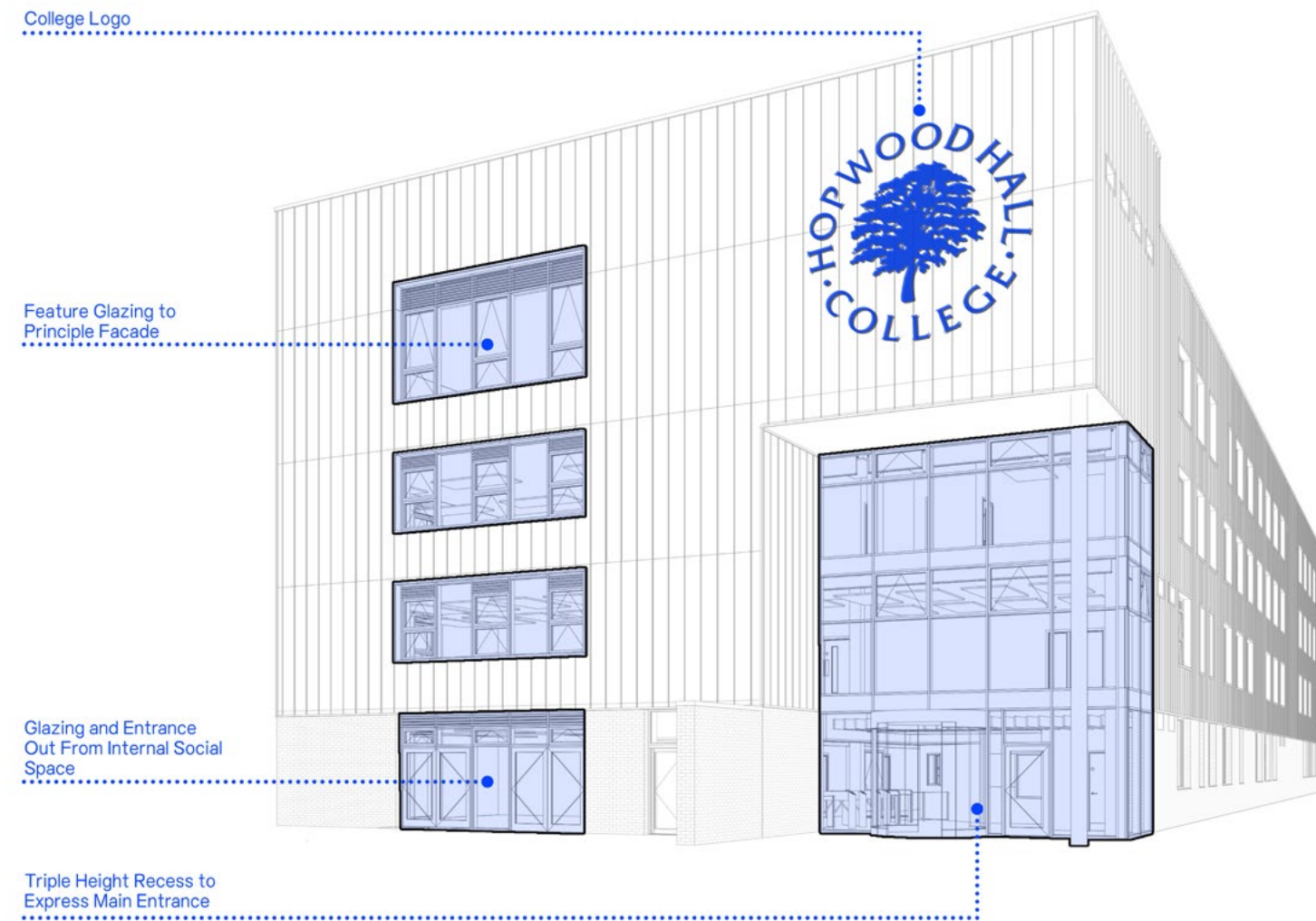


An illustrative view of the canopied external play area outside the nursery

4.3 Scale and Massing

The proposed 4 storey teaching block replaces the existing Block B, which was also 4 storeys. The new building has a slightly smaller footprint and is set back into the site with a frontage along College Road. The 4 storey block is in keeping with the local context, which features a number of mid rise office, commercial and educational buildings and high-rise residential. The new block provides a clear frontage to the college site along College Road and helps to define the campus. A new external student social space will be developed between the new block and the existing Block A, creating much needed amenity space for the college.

The building is a simple linear block, however the mass of the block is broken up with a larger volume to the east and an articulation at the west end of the building creating two 'bookends'. The main entrance sits within a 3-storey recess at the east end, with the nursery entrance at the western recess, with an external canopy. The taller element of the building towards the east provides opportunities for signage facing towards Rochdale Town Centre and St Mary's Gate.



Principle entrance facade massing and key features



Elevation from College road of retained block A (left) and New block B (right)

4.4 Landscape Design and Principles

The whole college strategy is to have health and sustainability at its core. The main entrance to site comprises a civic space with a strong connection between the main entrance and the town centre. Students, staff and visitors are then welcomed into a soft, green landscape with a generous arriving area and immersive, protected central social area. This central plaza links the two teaching blocks and increases secure common ground for students and staff. Pedestrian permeability and legibility is improved throughout the site, with a rationalised secure line and clear lines of access and circulation. To the south, the existing carpark is retained and expanded with accessible access to the main teaching block. Soft landscape banks are used in place of concrete walls where possible in order to minimise the use of retaining elements.

Project Objectives

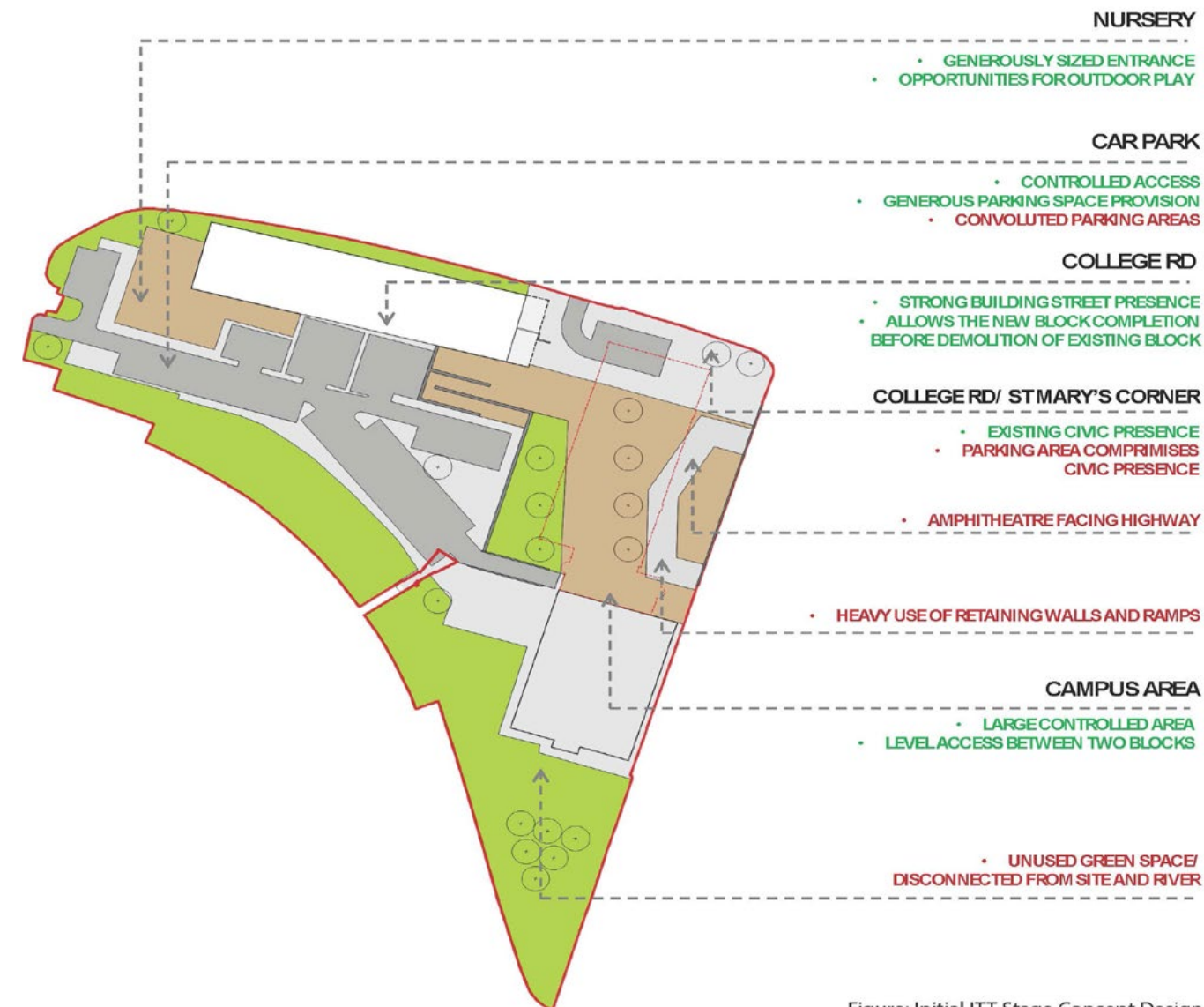


Figure: Initial ITT Stage Concept Design

4.5 Access & Movement

The access/egress points into the main site utilise and improve upon the existing thresholds. The main pedestrian entrance point is located to the Northeast for students, staff and visitors. A visitor and delivery carpark is located to the north east also, utilising the existing entrance point but widening and improving upon it. The staff carpark entrance is located to the west with nursery parking to the north west and staff parking to the centre of the site.

Design Intent

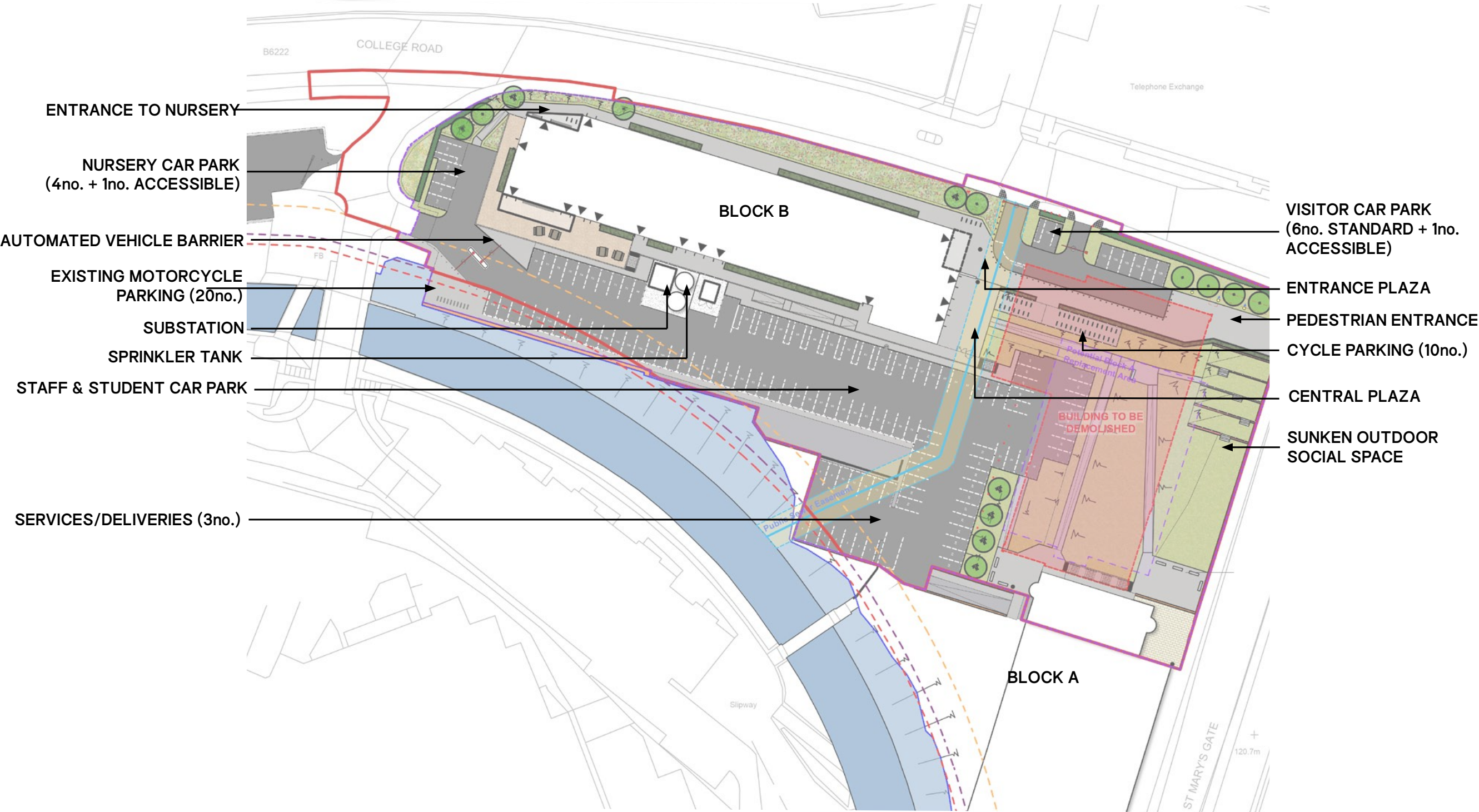


4.6 Quality of External Spaces

The external environment of the college site is invaluable and can provide significant opportunity for utilising the external spaces. The external spaces can enhance the learning experience as well as provide social and health benefits. External spaces are critical to delivering the college’s curriculum and enrichment activities. The college reinforced this vision at several meetings, to create a place that operates efficiently, safely, and securely for all arriving or leaving site with safe and welcoming areas for all.

4.7 Place-Making

The position of the building and community aspects within the college site contribute to putting the students and staff at the heart of the college. The new and the existing building with secure perimeter fencing present a natural ‘secure line’ to the site, affording the school the opportunity to treat the central secure area as the heart of teh school while maintaining the existing carpark.



4.8 Boundary Treatment & Secure College Line

The site design will provide maximum security for its students, with a clear central and external nursery secure area that can be locked during school hours and opened at the beginning and end of the day (in green). In addition to this secure area, there are several controlled carpark zones (in yellow). A publicly accessible area (in red) provides a welcoming entrance to the school with easy wayfinding to the main school entrance.

4.9 Community Safety & Crime prevention

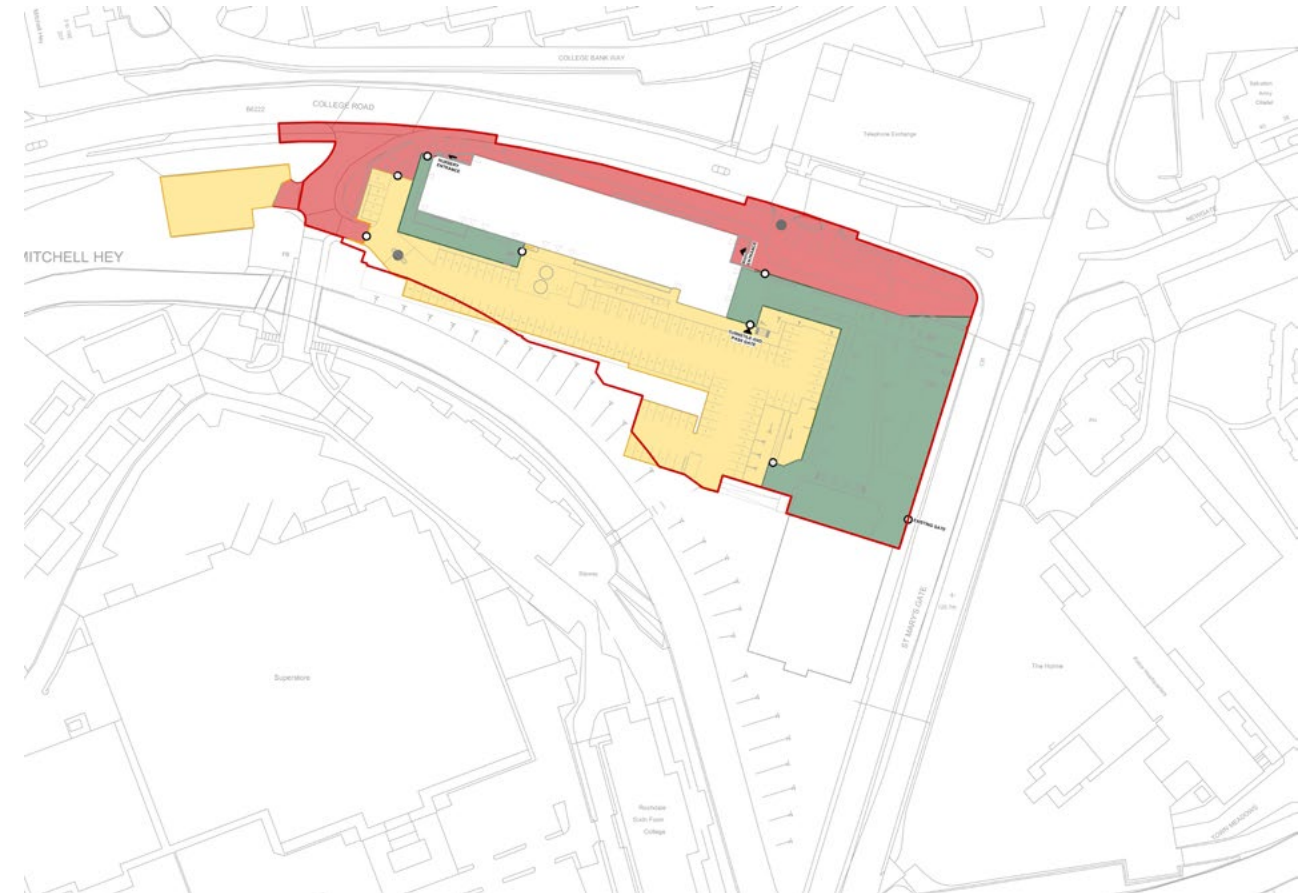
Crime prevention has been considered throughout the design process, ensuring that the layout of the development does not create an environment conducive to crime. Consideration has been given to the layout of the development to ensure personal safety, ensuring that occupiers and visitors to the site can move freely without risk of injury. The proposal has been designed to maximise natural surveillance as far as possible. To promote natural surveillance, the site layout has been designed to force traffic to pass monitored control points on the site, such as the principal plot entrance and the building entrance. Any existing site furniture outside of the secure line has been relocated to within the secure area. All planting on site will not inhibit natural surveillance by providing a clear unobstructed view range between 1m and 2m. Planting will be developed alongside the CCTV system in order not to hinder visibility from cameras or provide shadowing.

4.10 Lighting

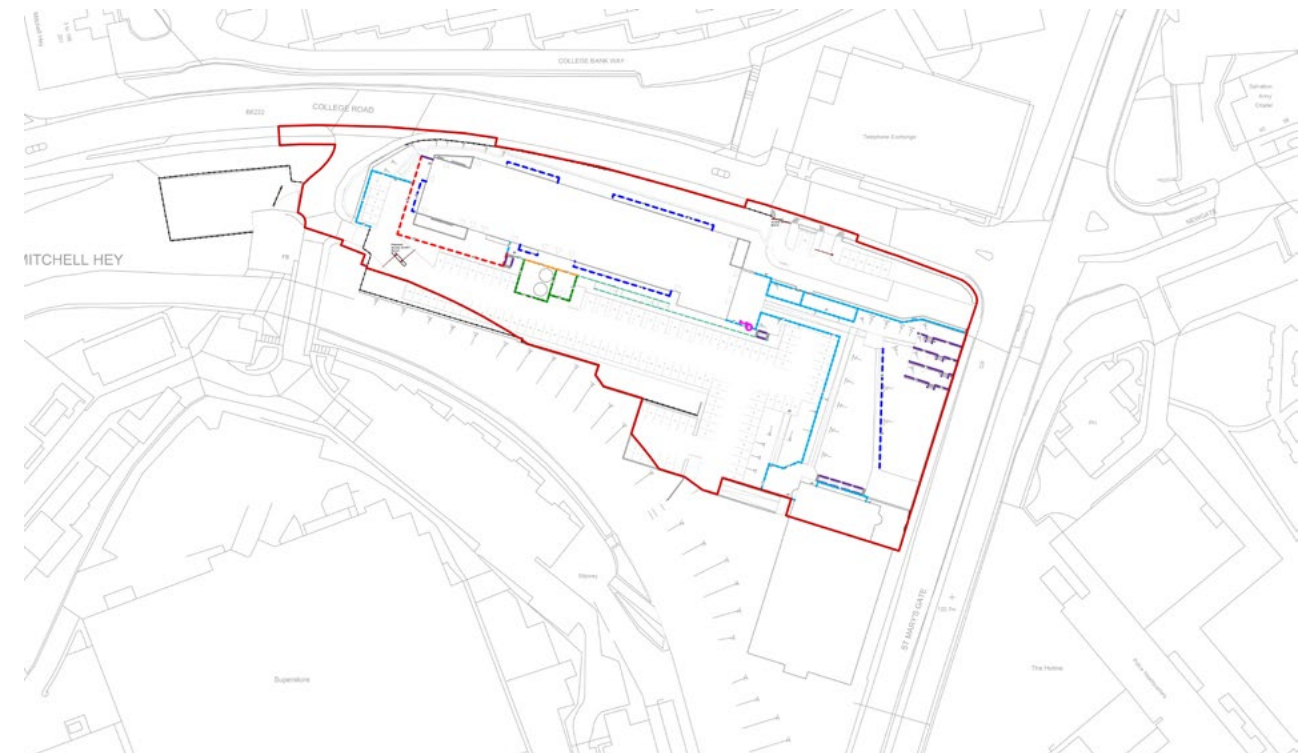
The lighting system will be designed by an appropriate electrical engineer and will be in accordance with BS 5489. The position of lighting will be carefully considered and lit evenly creating a uniform light with minimal shadows.

4.11 External Landscape Materials

Materials will be specified to work with the local landscape setting and the needs of the students. A robust palette of materials that works with and enhances the building, including tones inspired by nature with grey / buff paving and suitable soft surface for the external nursery area. Existing furniture in suitable condition is to be restored and reused within the social areas of the site.



Secure School Line



Boundary Treatment

4.12 Planting Strategy

The site design will incorporate sustainability into the heart of its design. Proposed trees will be placed in key locations to help enclose external spaces around the college and limit views into the site as well as providing the multiple cooling, wildlife and mental health benefits that trees are known for. These will be designed to provide seasonal interest and support biodiversity objectives. Plants will be carefully selected to be safe within college grounds and low maintenance. Species that support biodiversity objectives that may be considered to have berries and thorns have been placed in areas outside the secure nursery line, such as a native hedgerow to the nursery car park.



Proposed flower-rich amenity planting



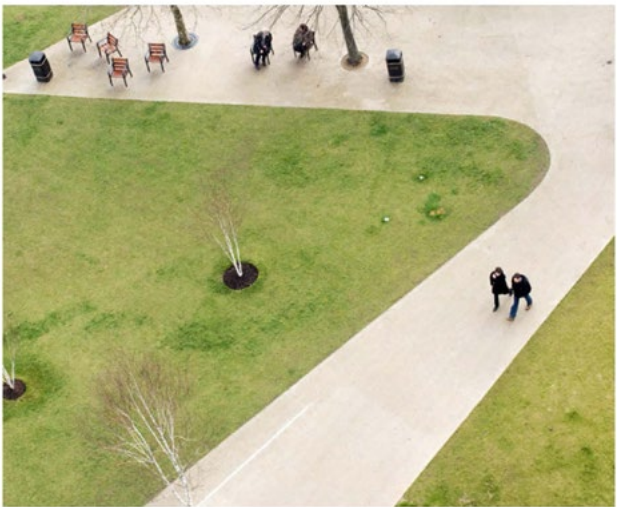
Proposed meadow planting



Hedge



New specimen trees



Existing amenity grassland retained

4.13 Plans – Internal layout

Ground floor

The Entrance for Pupils and Students [A], is located within the recess at the North East corner of the new Block A and is easily accessible from both College Road and St Mary’s Gate. The main entrance is supervised by the General Office [B] which provides reception facilities for staff and students with a dual-aspect reception area. A secure interview room[C] and accessible WC are accessed directly from the reception/waiting and turnstiles [D] provide a direct route through the secure line for students, overseen by the reception desk. The conference room [E] is also located close to the main entrance and is easily accessible by visitors. A second lobby [F] allows access out of the building into the secure external areas and across to the existing Block A.

The student social spaces [G] is located on the east of the building with direct access to the external plaza and the Student Support Hub [H] sits close to, but separated from, the student social areas. Learning Support facilities [I] and the central business admin facilities [J] are also located close to the main reception.

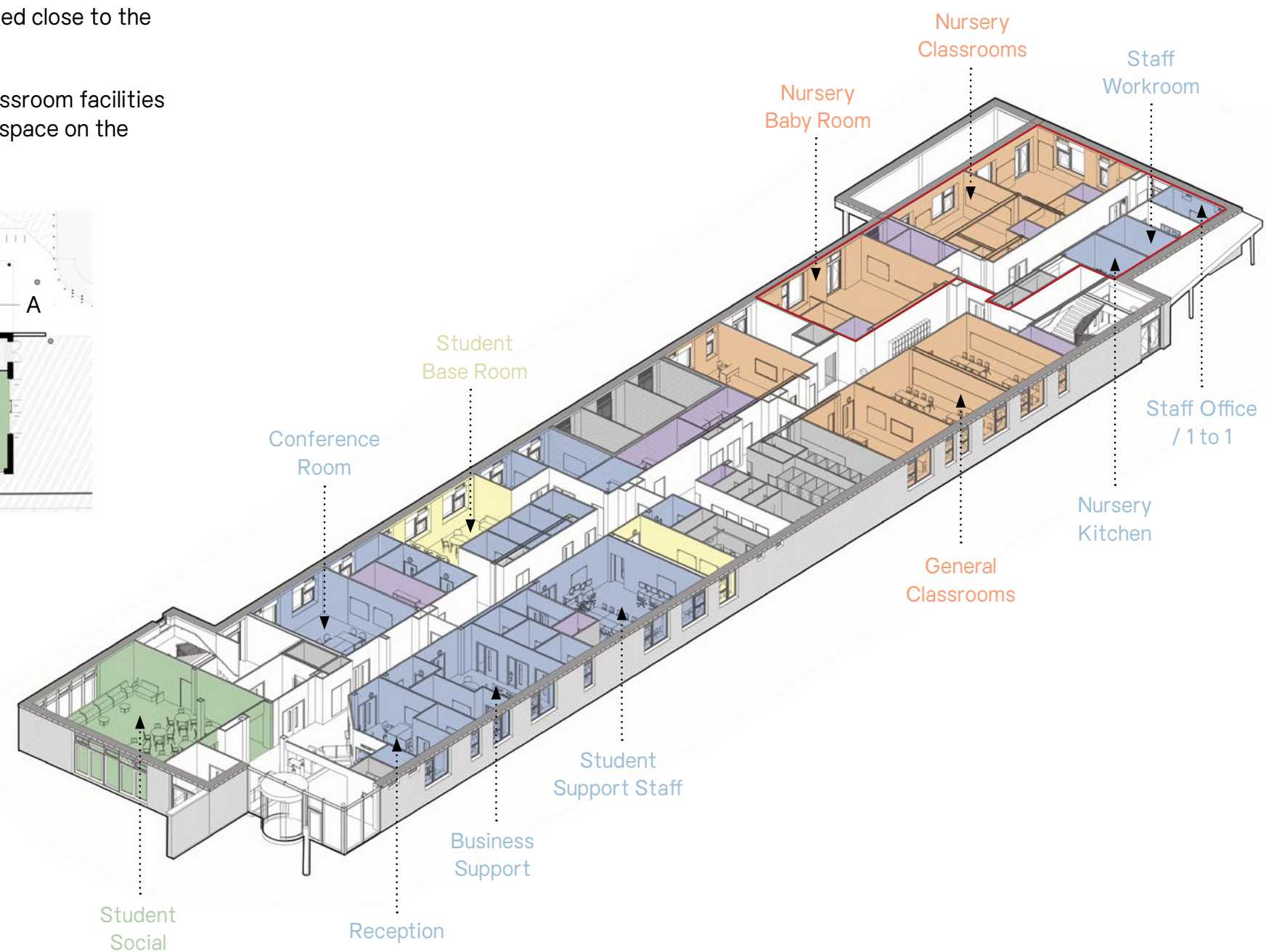
Towards the West of the building are four general classrooms [K] which will provide classroom facilities for theory-based catering lessons as well as providing cross-curriculum support and a space on the

ground floor to be used for evening/out-of-hours classes. The ground floor is served by a central WC cluster [L] with a combination of toilet suites, individual WCs and accessible provision. Two lobbied stair cases [M], an evacuation lift [N] and a second general lift [O] provide the vertical circulation routes. The general lift also serves for distributing deliveries and is located next to the direct service and delivery entrance.

At the far West of the building is the nursery, which functions independently of the main college building with a separate access-controlled entrance [P] supervised by the nursery staff spaces [Q]. The nursery consists of three dedicated nursery classrooms [R] with WC suites and storage within each room and direct access to an external play area.



Ground Floor Plan



Ground Floor Axonometric

First Floor

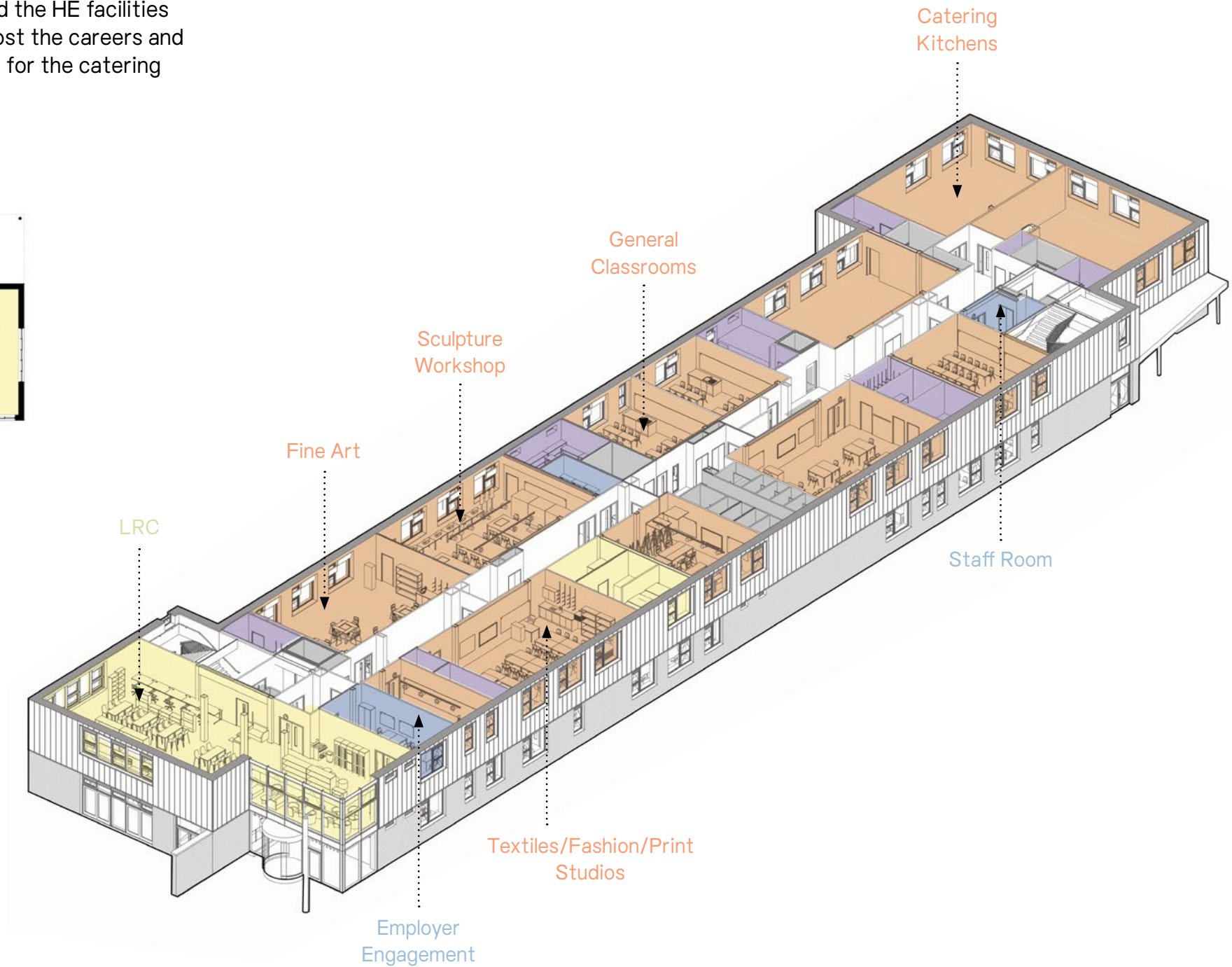
On the upper floors, teaching facilities are arranged either side of a central circulation spine. Staff workspaces and offices are distributed across all floors to support all teaching departments and ensure a staff presence on each floor.

The first floor hosts the Catering classrooms at the west end [A], and Art and Design [B] in the centre and towards the east. The rooms have been located taking into account the quality of light on either side of the building and the noisier road to the north. General teaching classrooms [C] support the specialist spaces.

The LRC[D] sits at the East end of the building with triple aspect and views towards Rochdale Town Hall. The LRC benefits from lots of natural light and serves to function both blocks and the HE facilities from it's central location within the campus. Staff facilities [E] adjacent to the LRC host the careers and employability service and provide hot desk areas for curriculum staff. Changing rooms for the catering students and a suite of individual WCs are located centrally [F] for ease of access.



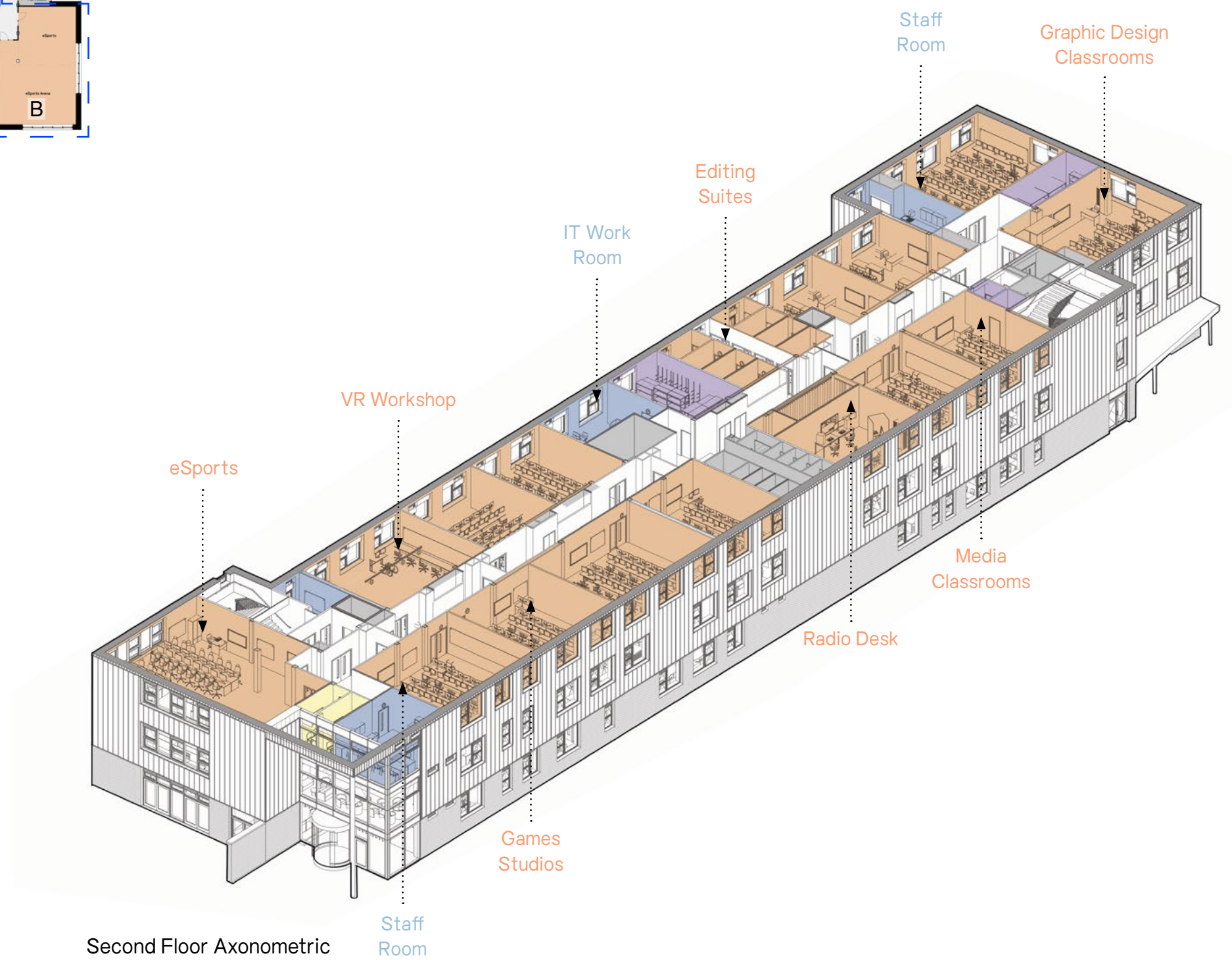
First Floor Plan



First Floor Axonometric

Second Floor

The second floor forms a distinct media suite [A], hosting the T-Level subjects, including Graphic Design, Games Design and an eSports Arena [B]. Staff facilities [C] for the ICT and technical staff and a number of general teaching classrooms [D] support these subjects.



Second Floor Plan

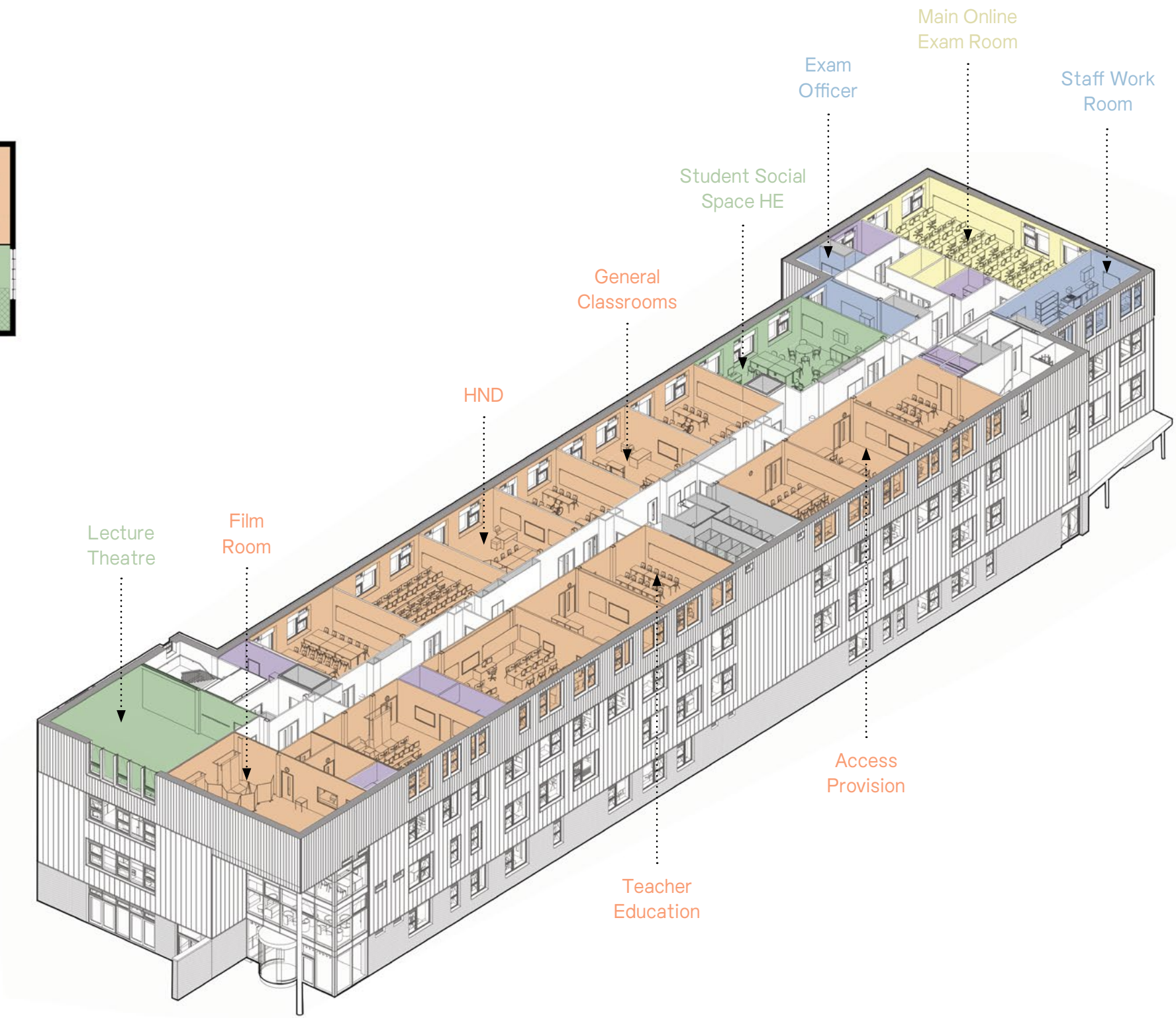
Second Floor Axonometric

Third Floor

The third floor supports the Higher Education and University Centre aspect of the college. The east end of the building has dedicated access control for HE students only and provides teaching classrooms [A] as well as a lecture theatre [B], dedicated HE staff work rooms [C] and a HE student social space [D]. The west end of the third floor has the exam suite [E] which is accessible for all college students via the stair or the lift and the east end has the Film Studio [F] which is used by both FE & HE students and has a raised ceiling height. A WC suite serves both the HE and the exam suite.



Third Floor Plan



Third Floor Axonometric

4.14 External Appearance

The proposed façades of the college comprise of two materials; brick and aluminium raised seam cladding. These materials have been chosen for their robustness and suitability. The intended colours are dark grey brick brick, and red cladding raised seam cladding (colour reference Oxide Red), which have been chosen to respond to the site surroundings.

The selection of red cladding for the building is driven by a desire to create a strong visual identity that acknowledges the prevalence of red brick in Rochdale and the broader landscape. This deliberate choice aims to establish a connection with the area’s architectural character, enhancing the building’s integration within its surroundings. The vibrant red cladding will not only serve as a striking focal point but also contribute to a sense of place.



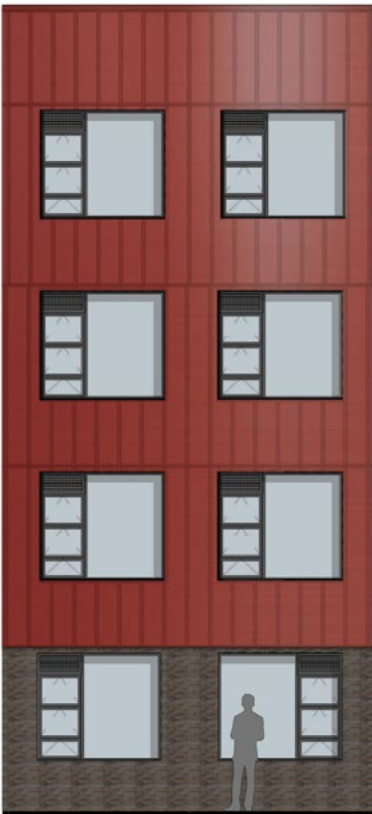
Coombe Wood School, Sheppard Robson



St John Fisher School, Sheppard Robson

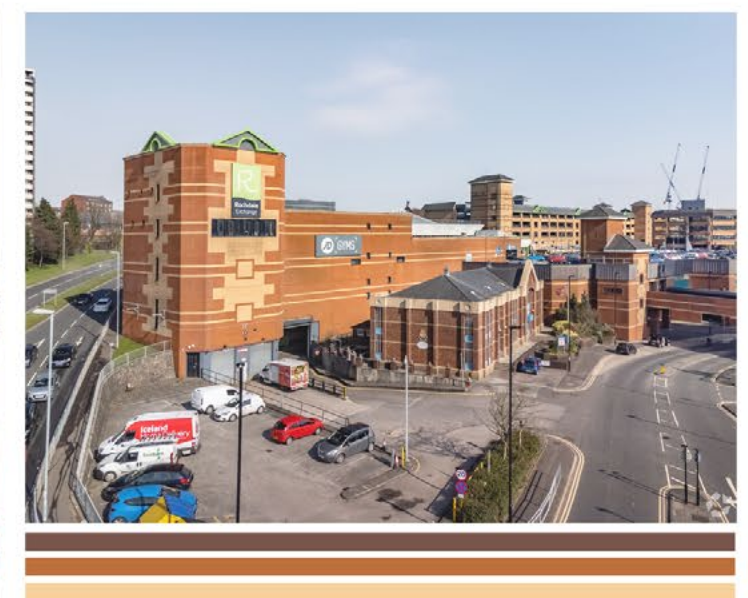
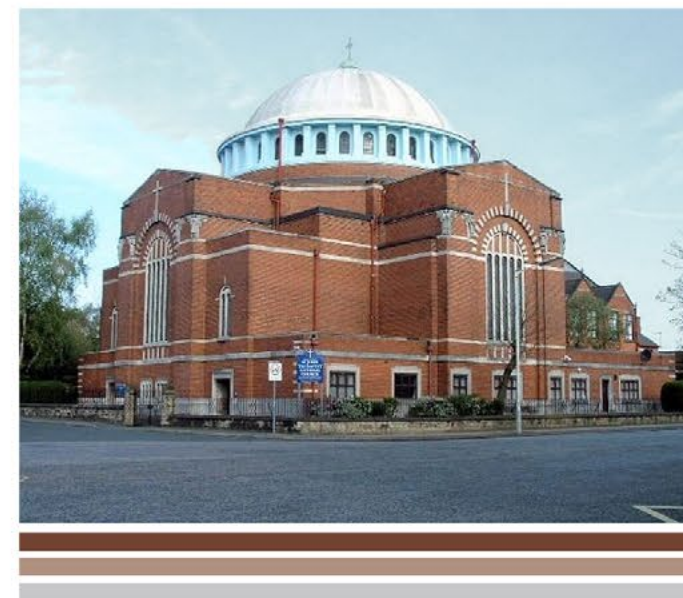
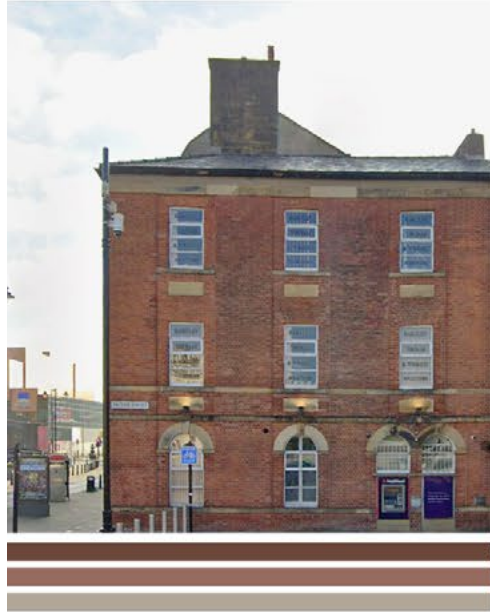


Coombe Wood School, Sheppard Robson



Material Study





Red brick examples of local buildings in Rochdale

4.15 Proposed Façade Approach

Compositionally, the façades have been split into two zones. The lower zone (all of ground floor) which contains all entrances, with aluminium framed curtain wall glazing interposed with a brick facade, which provides a robustness at ground level. Curtain wall is strategically located at the main entrance and along the conference room facade to emphasise these important features on the key facade and to provide transparency and views out.

The upper zone (first, second and third storeys) will be formed from an aluminium standing-seam cladding system with punched windows. The LRC, E-Sports, second floor staff room and Lecture Theatre will have a curtain wall treatment to offer views out to the town centre and transparency into the spaces above the main entrance.

The horizontal splitting of the façade helps ground the building and contrast against the vertical raised-seam cladding.

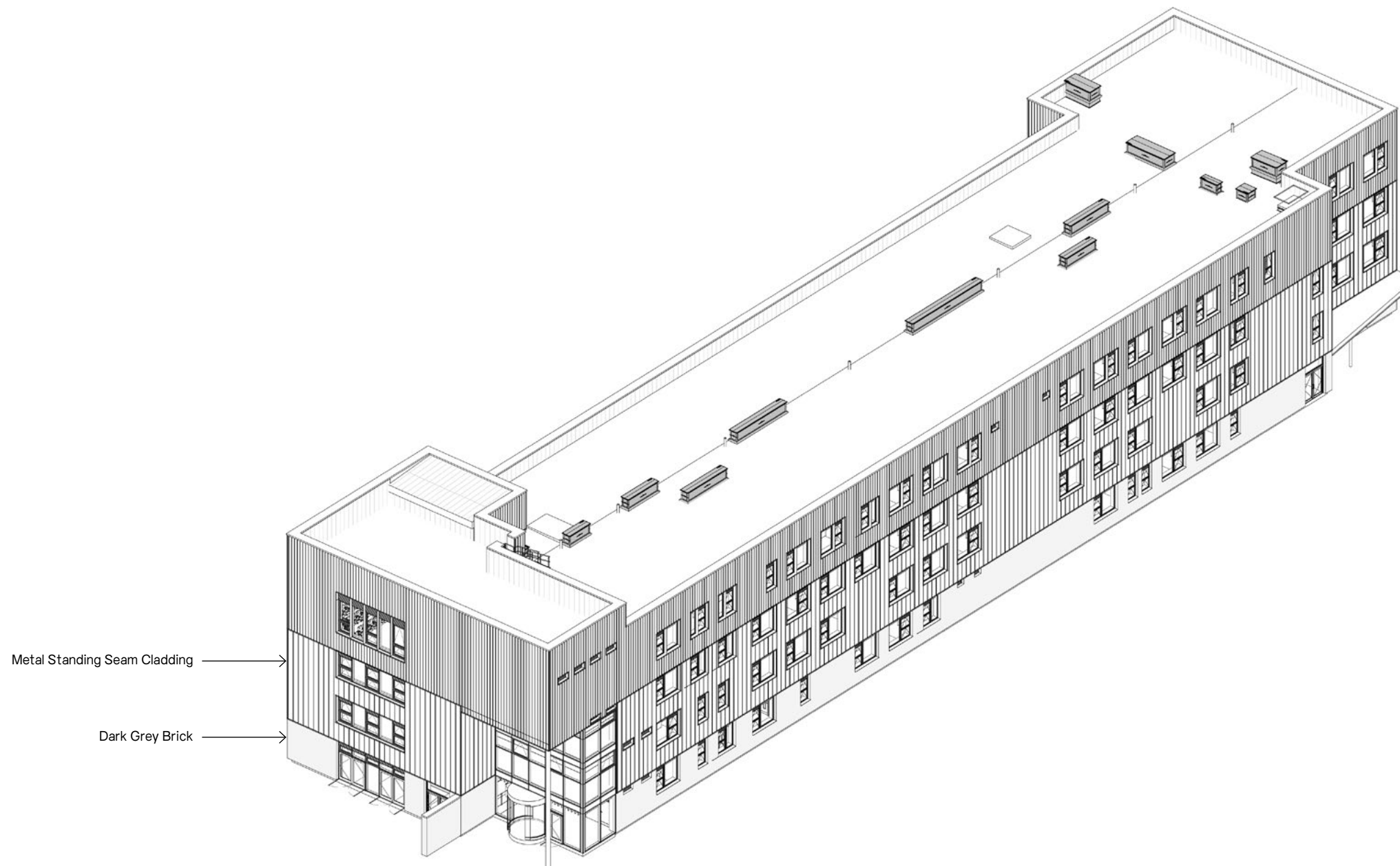


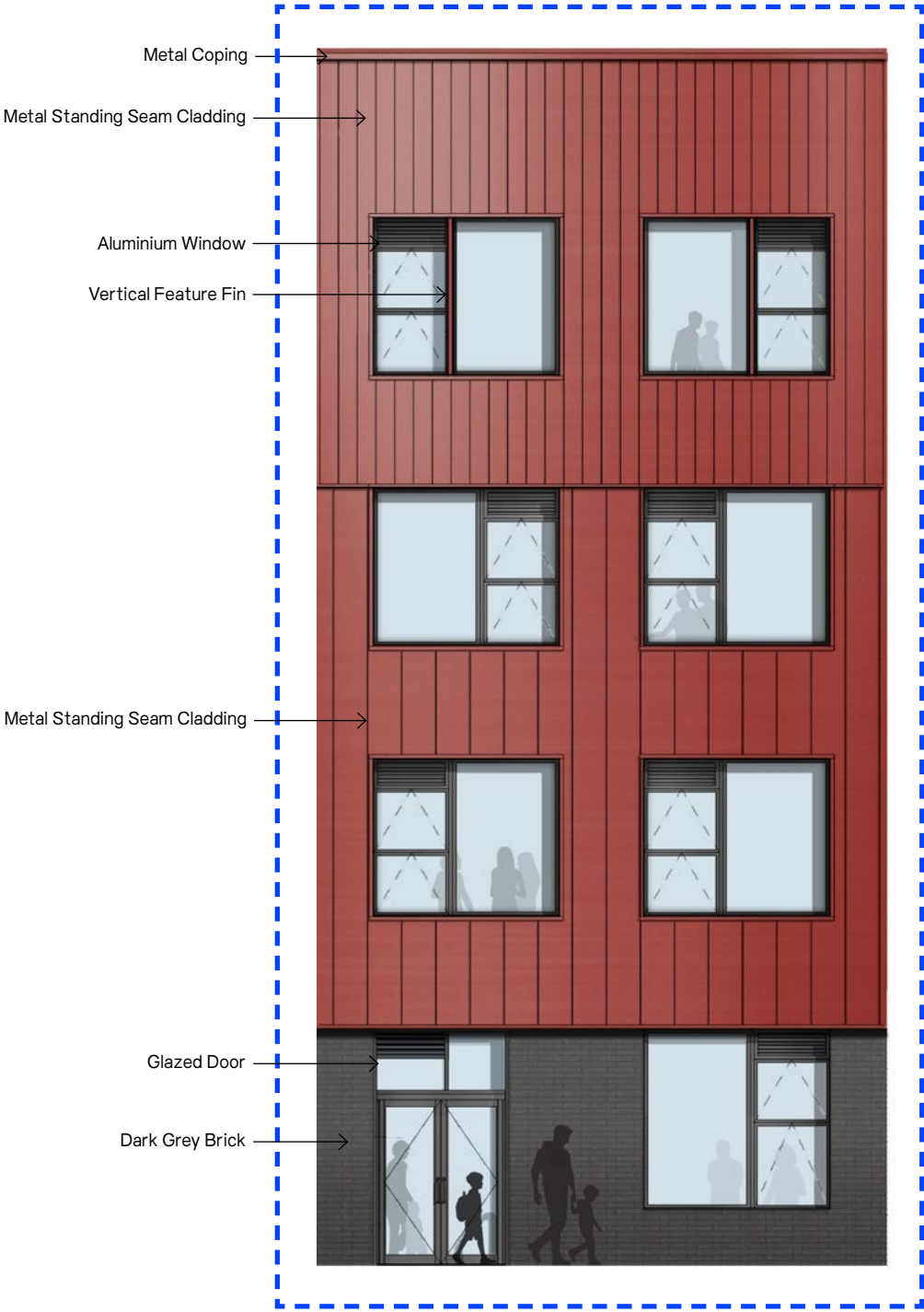
Diagram showing material split. Ground level robust brick and upper levels metal cladding.

4.16 Bay Studies

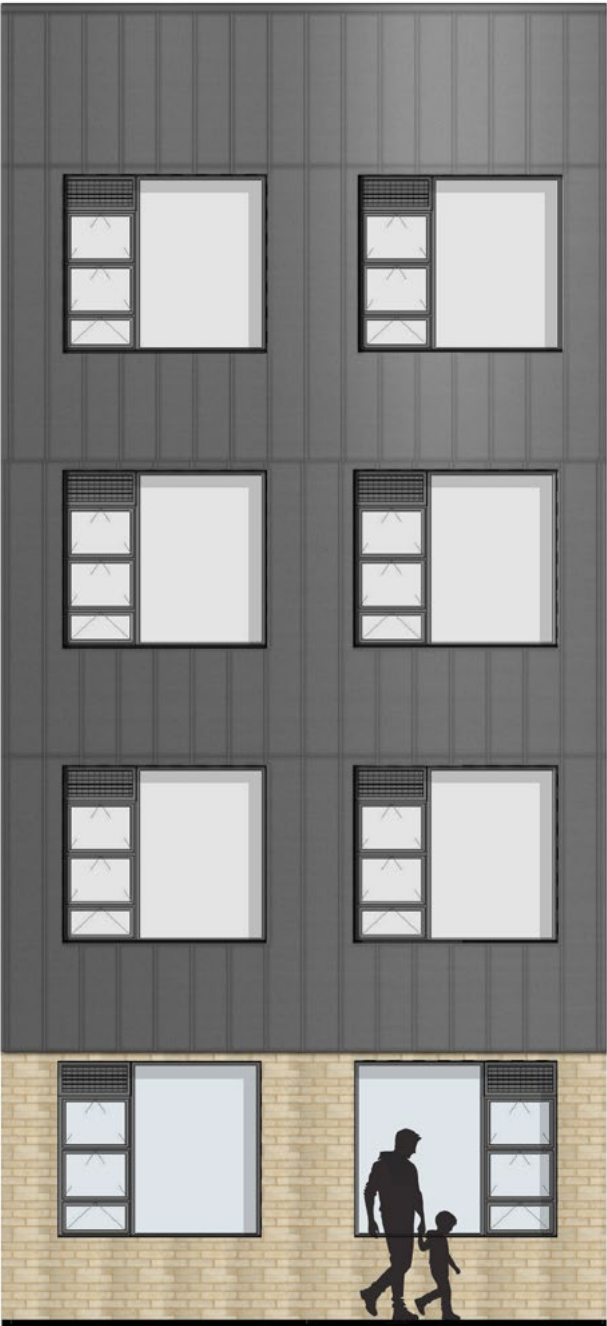
We presented various options to the college during the engagement process and the brick-red cladding and a dark grey brick were the preferred finishes.

Preferred Option

Oxide Red - Standing seam cladding
Dark grey brick



Ariana - Standing seam cladding
Buff brick



Ephrya - Standing seam cladding
Red brick



4.17 Elevations



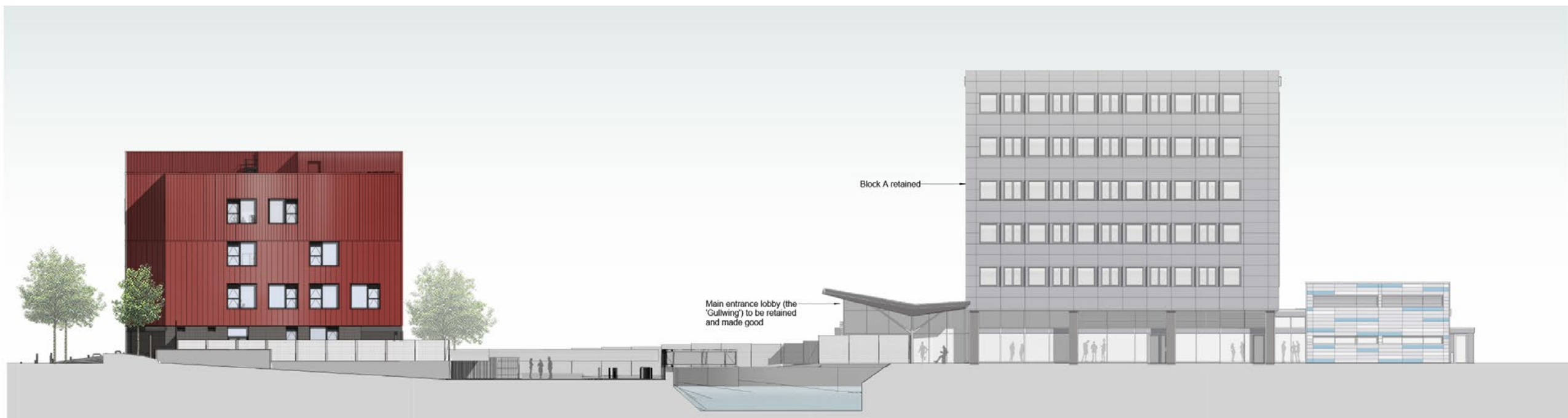
North Elevation



South Elevation



East Elevation



West Elevation



Approach from College Road



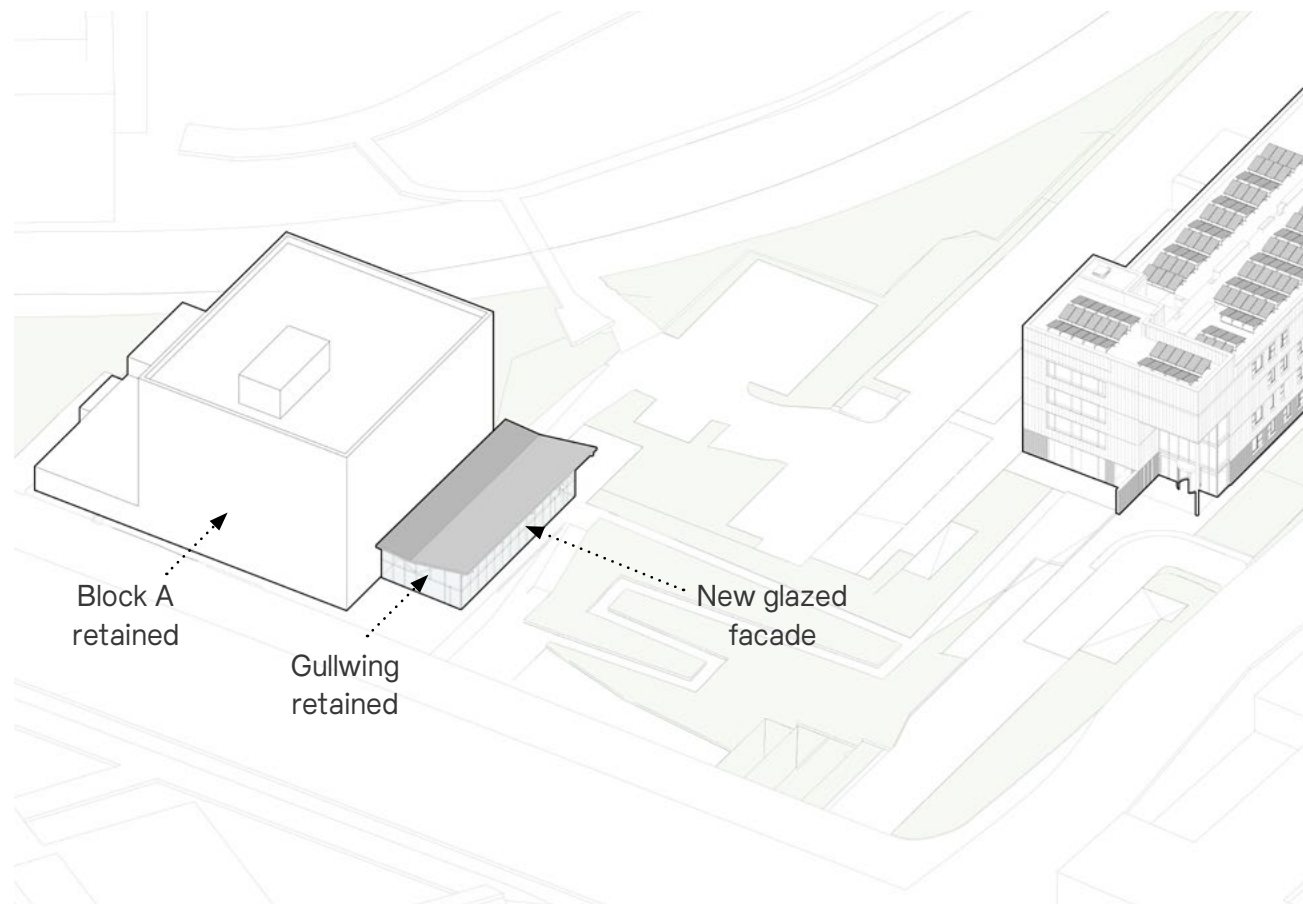
Aerial View



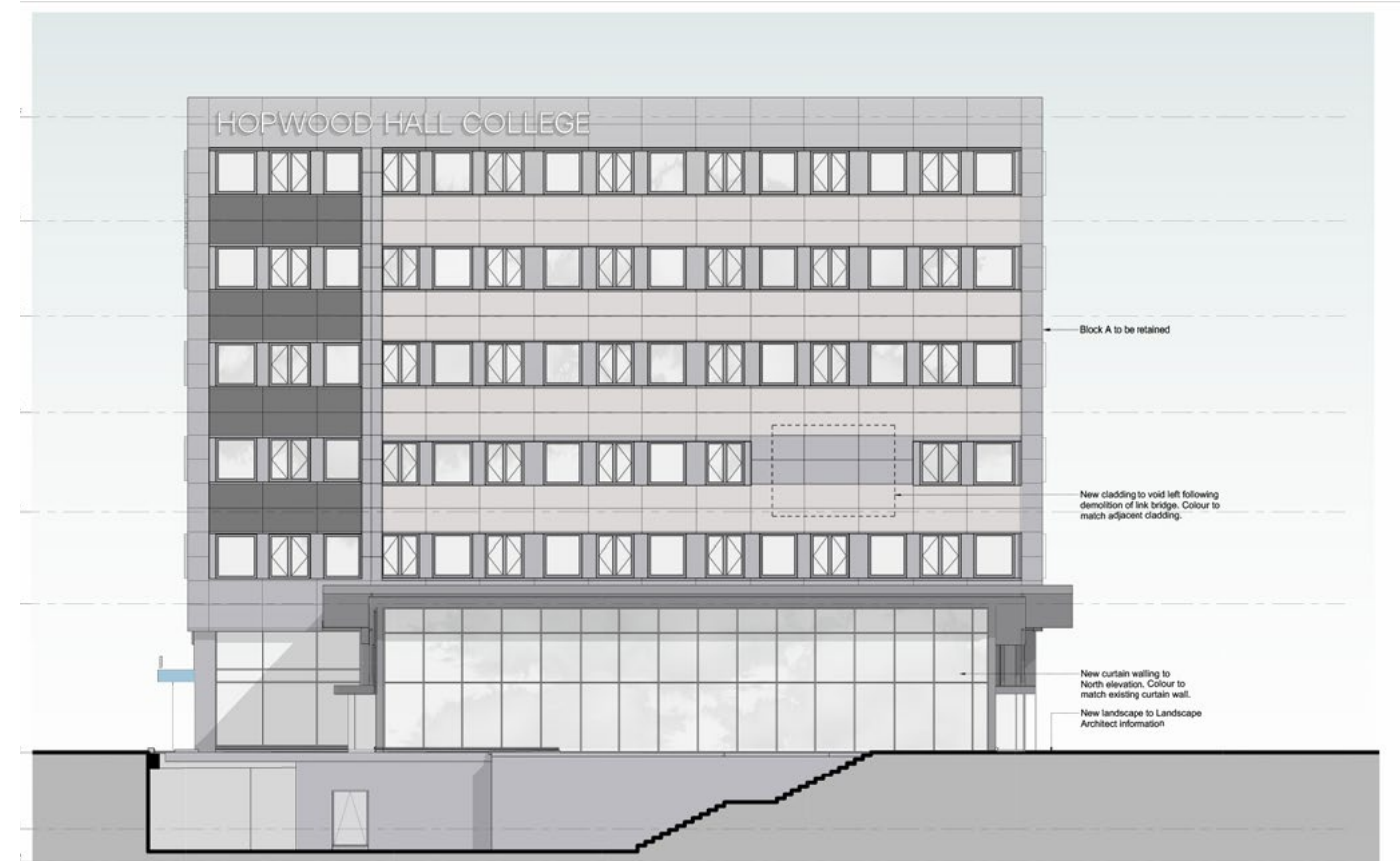
Aerial View

4.19 The Gull-wing

As the Gull Wing Structure will be retained, the façade where it connects to the existing Block B will be refurbished and replaced with glazing. The Gull Wing space will provide the college with a large, flexible area suitable for events, exhibitions, and social gatherings



Gullwing Axonometric View



Proposed gullwing north elevation



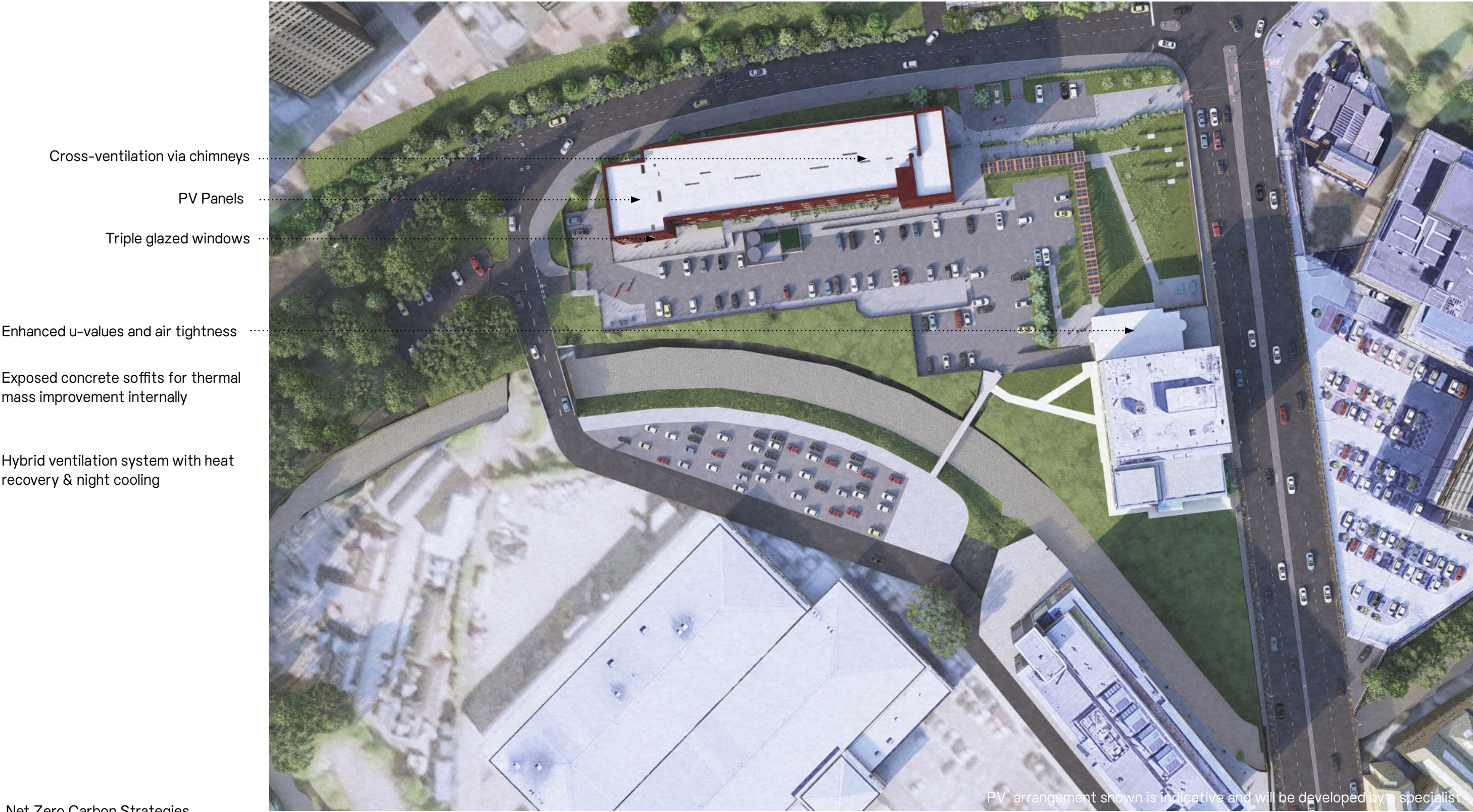
Proposed gullwing west elevation

5.0 SUSTAINABILITY STATEMENT

5.1 Sustainable Features incorporated in the Design

The project aspiration for the College will deliver a net zero carbon in operation. A net zero carbon in operation building is a building that is highly energy efficient and powered from renewable energy sources. The NZCtO target influences all aspects of the design from façade detailing, U-value calculation, passive measures such as daylight, ventilation, shading, and renewable technologies to

reduce energy. One of the renewable technologies with PV panels, these will be located in the roof of the new buildings and canopies within the landscape as seen in the image below.



5.2 Performance Targets

Installation and fixing of each completed wall element and all incorporated components is required to maintain and complete an impermeable air seal to adjacent elements; all as required to achieve air test criteria for the entire external envelope to exceed the current requirements of Part L of the Building Regulations and to help achieve NZCio. Our target is 3 m3/ (m2.hr) @ 50 Pa to meet the overall requirements.

The building fabric is targeted to meet the improved NZCio overall U-value standards as the below table.

Element	Improved U-Value for NZCio
Walls	0.15
Ground floor	0.12
Roof	0.12
Average window	1.1
Air Permeability	3.0 ³ /h.m ²

6.0 ACCESS STRATEGY

6.1 Access and Inclusion

The design of the site has been developed from inception specifically to be as accessible as possible whilst working with the level constraints of the site. This is in alignment with the policies and aspirations of the school, as well as the DfE.

6.2 Access to Site

Vehicular access

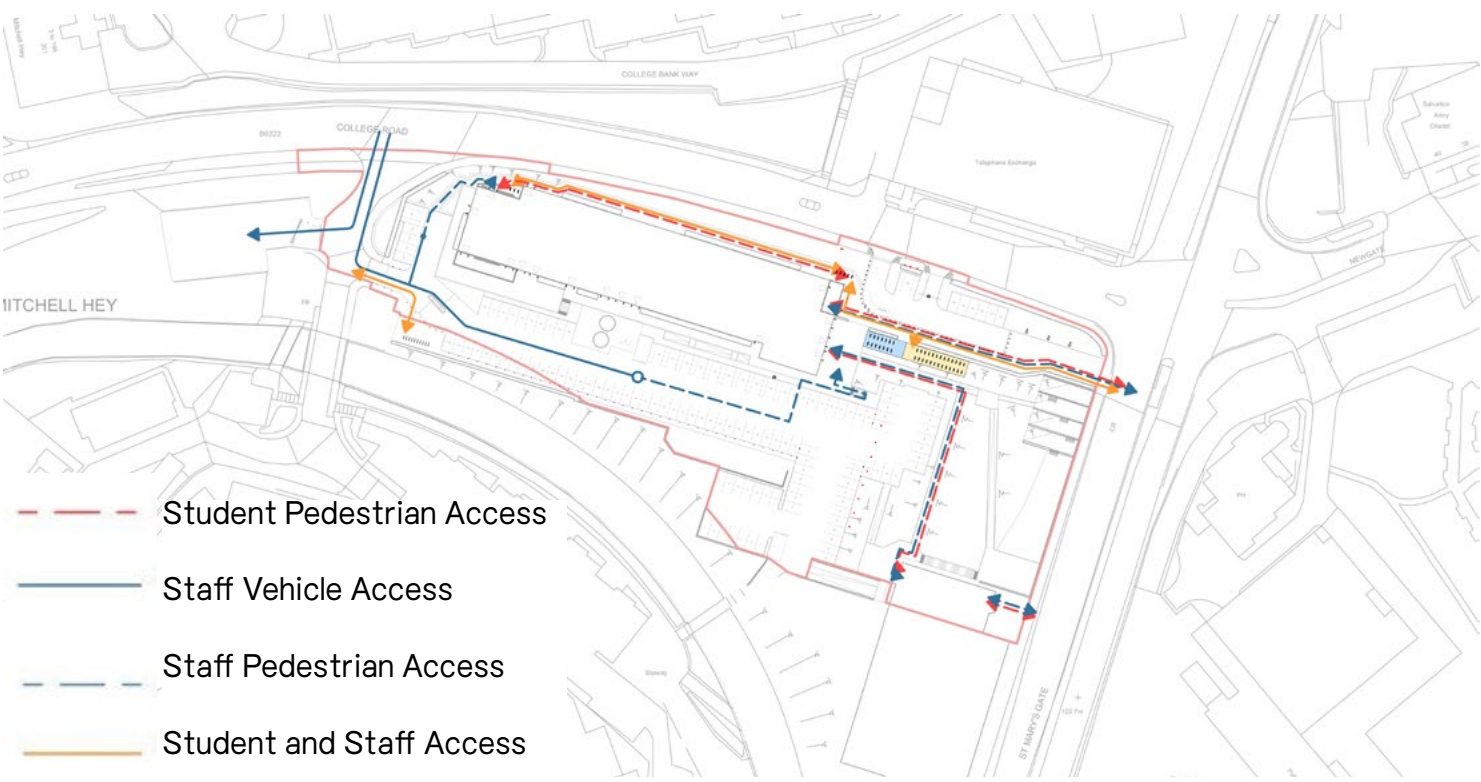
The existing staff and visitor parking is retained with the entrance and exist located in its existing location to the west . Parking for the nursery is located to the north west. Visitor parking is located to the northeast. This design facilitates a clear flow of vehicles into and out of the site, appropriate to the differing requirements throughout the school day.

Pedestrian access

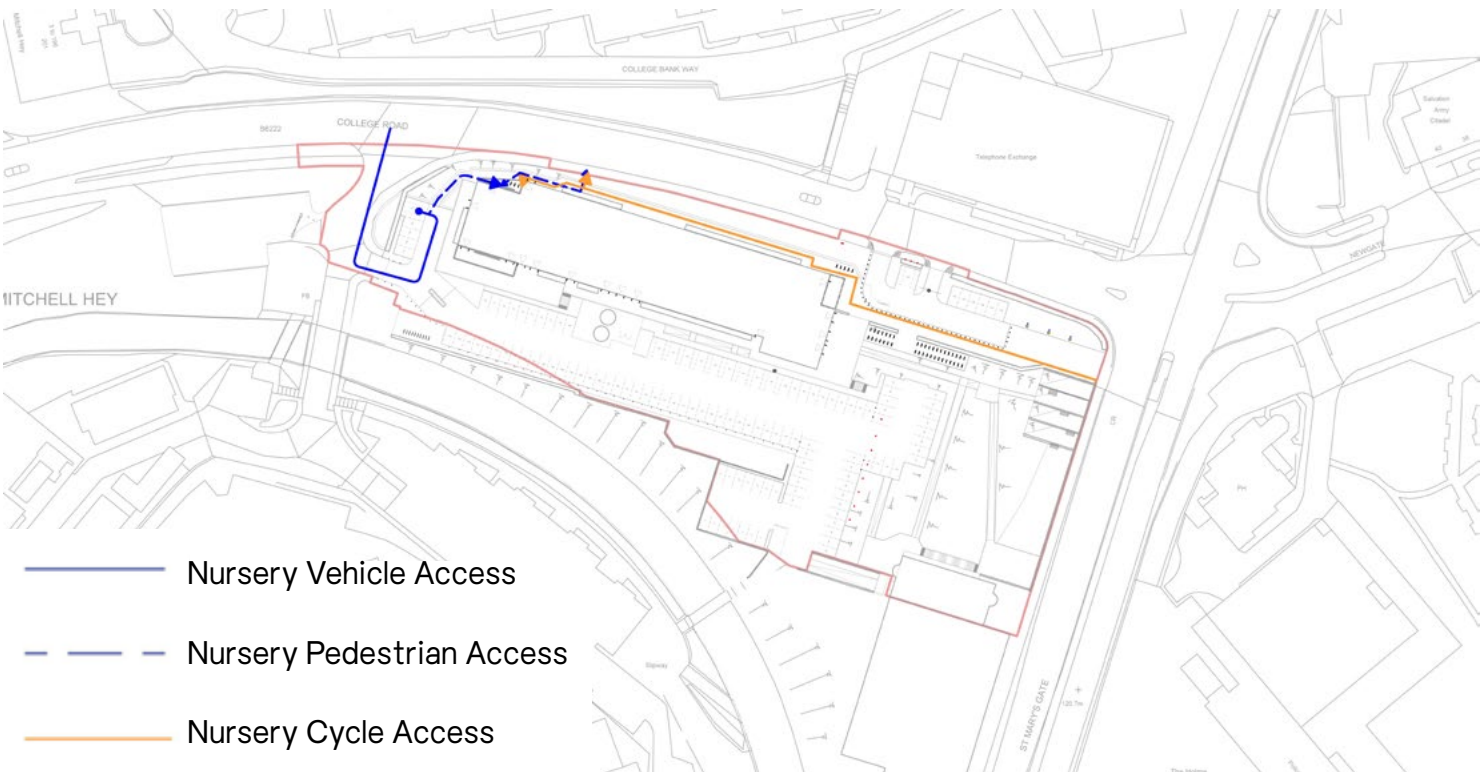
The redevelopment places the main entrance to the northeast corner of the site, onto St Marys GateThis wide pathway creates an inviting and safe entry into the school along a tree lined avenue leading to clear wayfinding.

Cycle access

The pedestrian access on the north east of the site will also be a shared cycle and pedestrian access directly to the main cycle parking area.



College Staff and Students



Nursery Staff and Students

6.3 Parking & Cycling Provision

Car Parking

There is a generous provision of car parking that benefits the needs of the college. There are 118no. standard parking bays, 11 accessible parking bays, 3no. delivery parking bays as well as 23no. standard parking bays offsite.

1no. active EVC point is proposed with future capacity designed into the scheme.

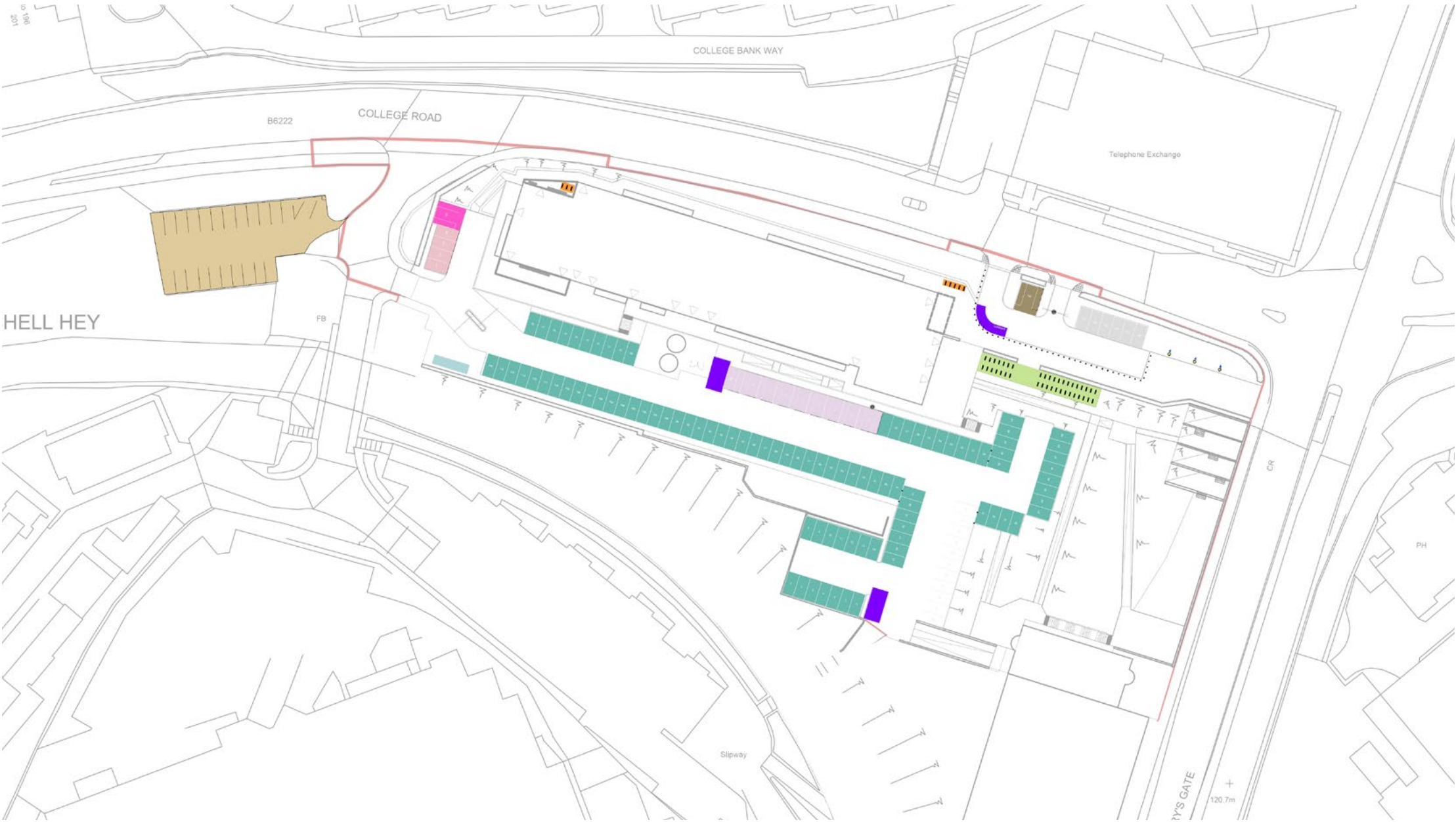
96no. cycle parking is provided to the main entrance.

6.4 10no. motorcycle spaces are retained.

Emergency Access Parking Strategy

Key

- 107NO. College Standard Parking Bays
- 9NO. College Accessible Parking Bays
- 23NO. Off-site Standard Parking Bays
- 4NO. Standard Nursery Parking Bays
- 1NO. Accessible Nursery Parking Bays
- 3NO. Service Bays
- 16NO. Open Cycle Spaces
- 20NO. Existing Motorcycle Spaces
- 80NO. Enclosed Cycle Spaces
- 1NO. Visitor Accesible Parking Bay
- 6NO. Visitor Standard Parking Bays



6.5 Fire Tender

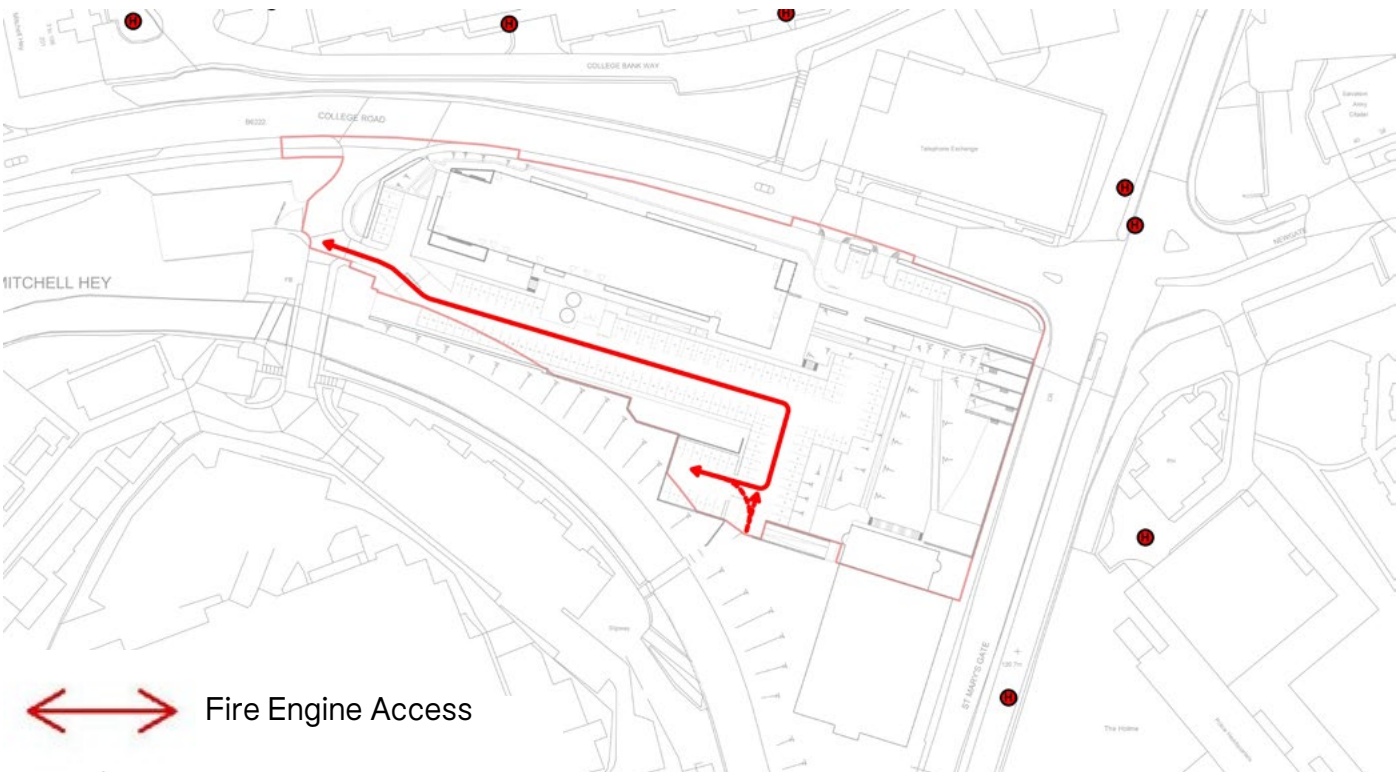
Fire tender is accessible through the main carpark. This has been developed in consultation with the college and specialist Fire Consultants.

6.6 Visitor and Client Access

The site is accessed via the aforementioned thresholds and the internal secure line is only accessible for visitors through entering via the buildings.

6.7 Service, Refuse and Deliveries

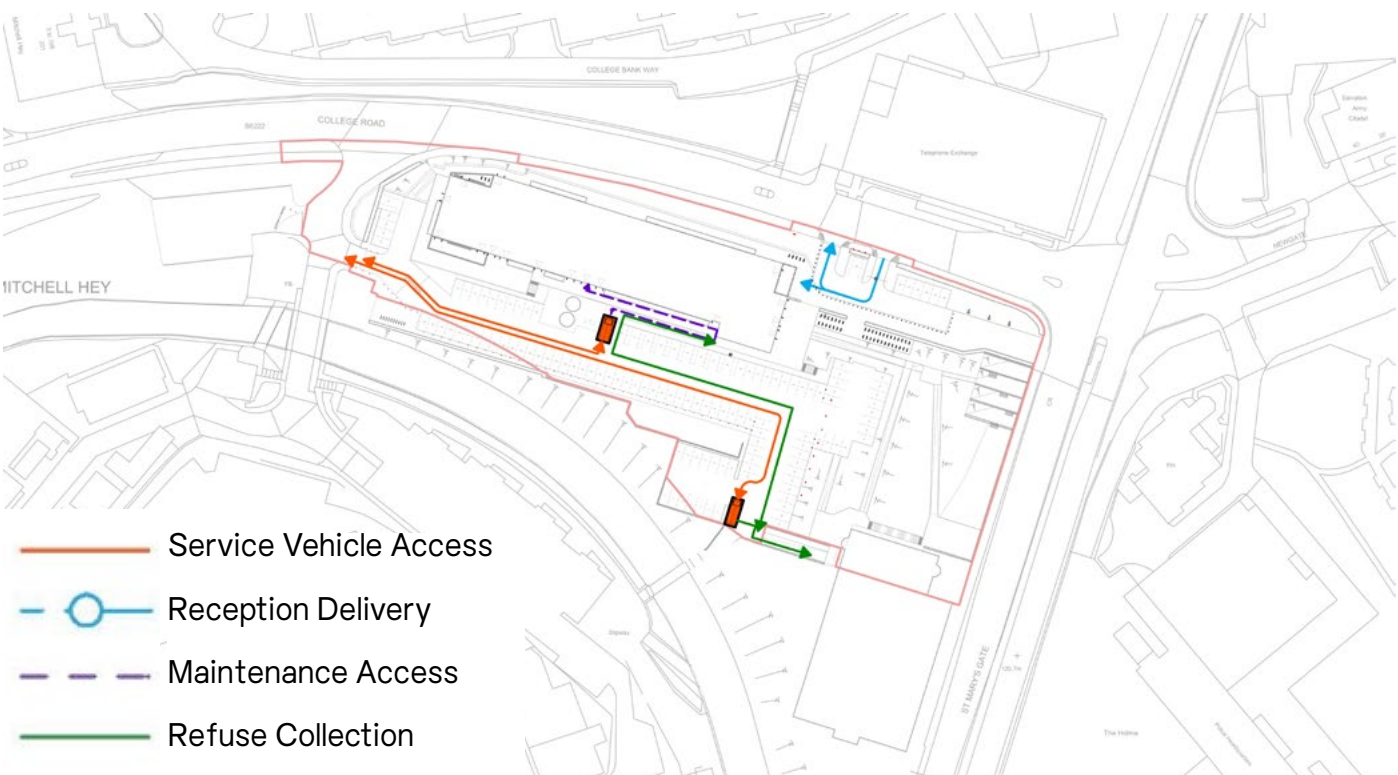
A refuse truck can enter and turn in the car parking area to the south of the main teaching block, with ramped access to kitchen and plant. Small deliveries follow the same route with 2no. delivery bays to service either building and a bay in the visitor car park. Within the boundary there is access between block A and B for maintenance.



Fire Tender



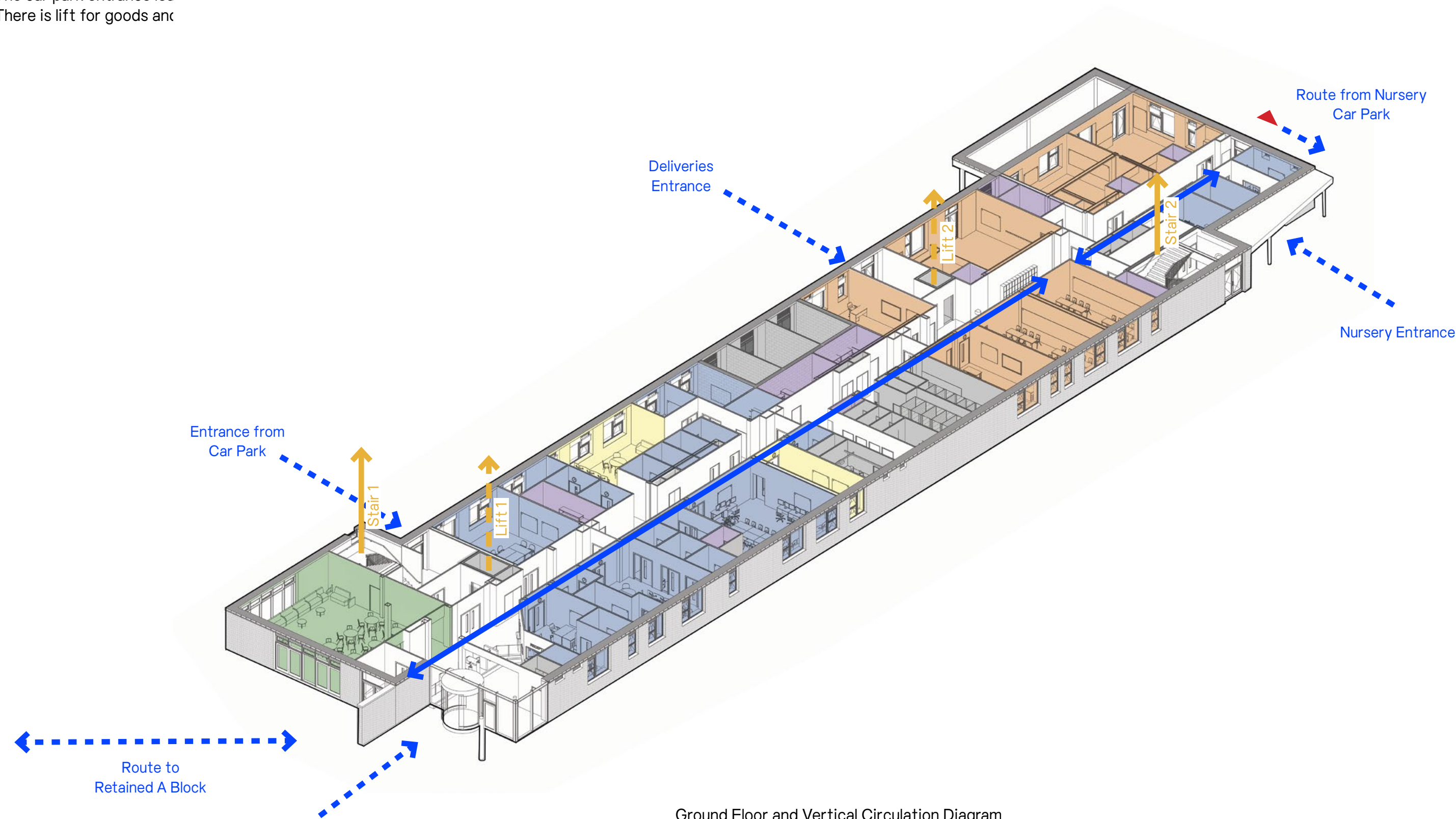
Visitor and Client Access



Service, Refuse and Deliveries

Internal Accessibility

Due to its rectangular form, the building features a simple, linear circulation pattern. Vertical circulation and fire escape routes are provided by two stair cores, positioned at opposing ends of the building. The ground-floor nursery has its own external entrance and requires access control to enter from the inside and outside. The main bui
The car park entrance lea
There is lift for goods and



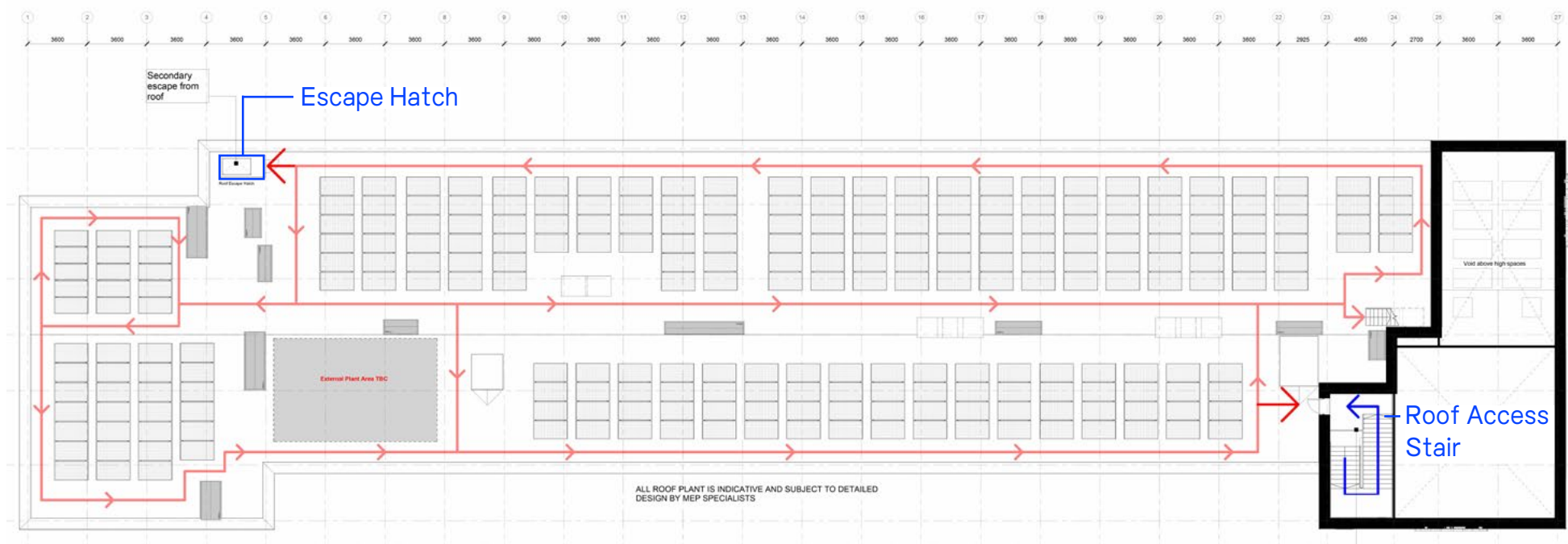
Ground Floor and Vertical Circulation Diagram

6.8 Roof Access

Periodic maintenance to the roof, PVs and M&E elements on the roof will be required. Safe access is provided to all areas of the roof with a minimum 1.1m parapet heights.

The main teaching block roof will be accessed via the stairwell at the east end of the building. The higher area of roof above the lecture theatre & film room will each have stair accessed from the main roof.

All areas of the roof are provided with alternative means of escape via roof hatch and ladder at the western end of the building.



RF Access Diagram



RF2 Access Diagram

Security & Management

The proposed building has been designed for College and Nursery use. The two functions will operate independently and the building has been designed with this in mind. There are two independent main entrances, each with its own secure entrance and separate alarm control panel. The two parts of the building are connected internally with an access controlled door. Both areas may be used outside of the typical '9-5' for evening classes and, in the case of the nursery, to provide wrap-around and holiday care. It is therefore key that the proposed design aids to achieve an easy management and operation of the building.

The main teaching block will be used during normal hours by students and staff. Visitors will be contained to areas designed to be outside the secure line, namely the lobby, reception, accessible WC and interview room. The conference room will also be accessed by external visitors who will be met in the reception and accompanied by staff. For convenience, this conference room is located close to the main reception.

The top floor of the building will provide accommodation for the Higher Education function of the building. Higher Education students are a separate cohort to the Further Education and as such have their own facilities including social space & classrooms. These areas will be access controlled by doors which are opened using student cards.

For evening classes, the building will be accessed by students who will use the access controlled entrance/speed gates to access the building. Reception will not necessarily be manned during these hours, however security staff will be on the premises. 4 general classrooms have been provided on the ground floor which may be used for ease of access for evening classes however out-of-hours access is not limited to these rooms and the whole college building can be accessed if required to ensure that specialist rooms are accessible. It is expected that access will be controlled using the individual room locks.

All access controlled doors will be programmed to fail open in the event of an emergency.



Indicative view of reception space



Indicative view of separate nursery entrance, including possible signage and artwork options.

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