



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON
PUBLIC WORKS

**TAFE TASMANIA CLARENCE CAMPUS
REDEVELOPMENT**

*Presented to His Excellency the Governor pursuant to the provisions of the
Public Works Committee Act 1914.*

MEMBERS OF THE COMMITTEE

LEGISLATIVE COUNCIL

Mr *Wing* (Chairman)
Mr *Harriss*

HOUSE OF ASSEMBLY

Mr *Green*
Mr *Kons*
Mrs *Napier*

INTRODUCTION

To His Excellency the Honourable Sir Guy Stephen Montague Green, Companion of the Order of Australia, Knight Commander of the Most Excellent Order of the British Empire, Governor in and over the State of Tasmania and its Dependencies in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal: -

TAFE Tasmania Clarence Campus Redevelopment

and now has the honour to present the Report to Your Excellency in accordance with the *Public Works Committee Act 1914*.

THE PROPOSAL

The proposal sought approval for the infrastructure redevelopment of the former Warrane High School at the Clarence Campus of the Institute of TAFE, located at 4A Bounty Street, Warrane.

The Clarence Campus of the Institute is a significant component in the network of Institute facilities in southern Tasmania.

In its strategic asset management plan, the Institute has identified a commitment to the long term future of the campus in its quest to consolidate and upgrade existing facilities in order to optimise the effectiveness and efficiency of Institute service delivery.

The Institute proposes to refurbish and reconfigure existing buildings at the Clarence Campus to current accommodation standards, to obtain an appropriate mix of colocated teams, and to improve the utilisation of primary and ancillary functional areas.

The original Clarence Campus buildings were constructed as Warrane High School in the early 1960's. The facility passed to the Institute with the consolidation of secondary education into Rose Bay, Geilston Bay, and Clarence High Schools during the 1980's. Since then the Institute has provided a Skills Barn for building trades (1992), student residences, Block E (previously Learning Media Services, now Horticulture), and the cafeteria.

Vocational Education and Training (VET) courses offered at Clarence include building trades, graphic design, applied design, children's services, aged care and health, welfare youth and disability services, and TAFE Training services, with Horticulture being recently relocated to Block E from North Hobart. These programs are supported by library services, a cafeteria, and TAFE administration.

As part of the redevelopment, the disability lifeskills program is to be relocated to the city campus. Adult Education, which currently delivers its services from Warrane Primary School and Aboriginal Studies from 26 Bathurst Street, are both to be relocated to the Clarence Campus.

The existing buildings are under-utilised and poorly configured for contemporary VET programs.

The buildings are to be generally redeveloped to accommodate the needs of a large range of VET courses, and to include considerable works to provide access for people with disabilities.

Due to a recent customer satisfaction survey which highlighted Clarence Campus as the least favoured learning accommodation within the Institute's portfolio of assets, improvements to the internal environment is to be given due consideration.

The existing site services are ageing and increasingly likely to fail due to latent geo-technical site conditions and deterioration of materials such as steel water pipes, earthenware sewerage and concrete drainage pipes. Finishes and fittings, and building services are also near the end of their useful life.

The complex consists of seven buildings (Blocks A1 to A7), generally conjoined in a quadrangle except for Block A4 which is a separate steel framed and sheet clad gymnasium.

The existing Block A buildings are generally single storey (with two double storey buildings) reinforced concrete with brick cladding, stepped over multiple levels to suit the sloping topography of the site. This has generated an array of both internal and external stairs and ramps.

The redevelopment of A Block will address three primary needs as follows :

- a) Improve the effectiveness of service delivery by the Institute in the Southern Region by upgrading the image and quality of building assets.
- b) Improve operating efficiency through increased accommodation utilisation as well as upgrading to more energy efficient building services and improving infrastructure and environmental conditions.
- c) Recycling existing accommodation to optimise refurbishment and fitout costs.

The project will be delivered in 4 stages over four years due to the limited scope to economically relocate staff and students to temporary accommodation and the availability of cash flow from State Government funding and ANTA grant funds.

Each stage will reflect the packaging of design and construction procurement. The scope of work in each stage has been divided into parts in order to identify individual works for specific Institute programs and teams and allocate appropriate budgets to each.

The Institute's Clarence Campus is located in the Clarence Municipality, approximately 10 km from the Hobart Central Business District on the periphery of the residential suburb of Warrane.

The site is set in a pleasant parkland environment that provides ample opportunity for car parking by users of the facility.

EDUCATIONAL AND DESIGN OBJECTIVES

The Southern Region of the Institute provides training services in southern Tasmania and principally for the community in the Hobart area generally defined as the '0362' telephone region. Students from as far away as the Northern Territory and South East Asia also procure training from the Institute and attend classes at Institute facilities in the southern region.

Future Demand

Vocational education and training remains a high priority of all Australian Governments. It plays a key role in developing a skilled and flexible work force that is the foundation for sound national economic development and international competitiveness.

A national survey of employed graduates of the Institute undertaken in 1998 identified that Tasmania has the highest level of graduates employed at 81.8%. The relevance of Institute of TAFE training to graduate employment in Tasmania was clearly demonstrated in the 1998 national Institute of TAFE Graduate Destination Survey. 62.9% of graduates employed in May 1998 identified their Institute of TAFE training as "highly relevant" to their employment. This was the highest rating of all states for this prime criterion.

Demand for training services in the southern region as a percentage of annual student contact hours has grown consistently by an average 5% over the past five years. It is clear however that growth is declining or static in certain subject areas, particularly traditional trade-based disciplines, and growing in the business, tourism, hospitality, computing, arts, entertainment, sports, recreation and community training disciplines.

The demand pattern and requirements for each program and team to be accommodated at the Clarence Campus include:

Aboriginal Studies

Aboriginal Training Programs (ATP) is a statewide program, which has operated from the Institute for approximately 16 years.

The program aim is to provide Aboriginal people with quality vocational education and training (VET) to suit their individual and/or community needs. This ranges from basic reading and writing tutoring to specific job related training. The program provides access to training at all the Institute's campuses state-wide and can access independent Training Organisations when required.

ATP offers an Access (Aboriginal) course, which is designed to encourage community members to return to study. The aim of this course is to assist students gain the necessary skills to go onto further study and improve their employment opportunities.

ATP delivers short accredited courses according to community needs and which are Abstudy approved. These courses vary from region to region.

Adult Education

Adult Education offers a wide range of education and training programs designed to meet both the personal development and vocational needs of Tasmanian adults. The vast majority of these programs consist of non-accredited, short courses offered within Adult Education centres, the Institute's campuses, schools, colleges, community facilities and other external venues.

The Eastern Shore Centre is currently located in a former primary school building leased from the Department of Education. The Centre comprises eight (8) rooms, including a specific-purpose art room. Most programs operate during the evening, although there is considerable day-time use by Adult Education and community groups, including the Clarence University of the Third Age group.

Each term, approximately 140 classes covering diverse subject areas are organised by the Eastern Shore Centre. As most of these classes are scheduled to operate within the Adult Education centre, all rooms are used during the evening, and on some occasions two classes are scheduled consecutively on the one evening.

The range of courses that can be offered through accessing quality specialist facilities within the Clarence Campus will enhance the overall Adult Education program within the southern region.

Art Craft Design/Multi Media

The department of Art Craft & Design at Clarence campus provides professional level training for people who plan to work and practice within the Visual Arts, Crafts and Design based industries. The principle course is the Diploma of Art Craft Design. This course is of about 1,800 hours duration. It provides training in a range of studio based subjects which include Design in Wood, Jewellery, Printmaking, Ceramics and Photography. In addition, the

course provides modules in small business planning and operation, communications and design history.

Current resources at the Campus allow for about 140 students to obtain a total of around 70,000 training hours in the Art Craft & Design programs.

The Design, Multimedia and Printing section of the Institute deliver training and assessment to approx 100 students, trainees and apprentices. Courses include Certificate 2 in Print Design, Diploma in Print Design and Multimedia, Certificate 3 in Printing Machining and Certificate 2 Printing Production Support. Courses are conducted in flexible modes and include integrated delivery with industry. Classes are scheduled in normal working hours, as well as evenings and weekends.

The Institute is pursuing the promotion and delivery of specific, short intensive commercial courses designed to meet industry requirements. Physical resources include 2 computer labs - Apple Mac and PC, with 15 computers in each lab. Two printing workshops housing 8 printing machines, which simulates a typical Tasmanian Printing workplace environment. To support this the Institute also utilises a Pre Press workshop and Darkroom facilities, which serve a dual purpose as classrooms. Students travel from all areas of Tasmania to attend classes, the Institute provides training for 2 International students in this section.

Built Environment Team

The Built Environment team delivers flexible learning for a diverse range of client groups. The program area includes courses in building management, building design, building surveying, introductory science and environmental health, ranging from Certificate IV to Advanced Diploma level. The major client groups served are local government, the construction and the design industries. The team provides the only nationally accredited building surveying programs in Australia and has clients based in every state.

The flexible delivery strategies used by the team include distance learning, on-line delivery, traditional face-to-face classes, on-the-job assessment, problem based learning (PBL), workshops and field projects. The team also provides specialist cost recovery courses for the Antarctic Centre, local government and for environmental health specialists.

Community Services And Health

The Community Services and Health Program operates from four campuses of the Institute: Alanvale; Burnie; Clarence; and Devonport. The Program offers a range of qualifications from the Community Services Training Package and from a variety of nationally accredited courses.

The Community Services Training Package integrates qualifications in the following areas:

- Aged Care Work
- Alcohol and Other Drugs
- Child Protection/Juvenile Justice/ Statutory Supervision
- Children's Services
- Community Housing
- Community Work
- Disability Work
- Mental Health (non-clinical)
- Youth Work

The following other courses are also offered:

- Dental Assisting (Traineeship)
- Enrolled Nursing (in partnership with Spencer Institute of TAFE)

These qualifications can be achieved in a variety of formats, or combinations of formats:

- Direct delivery – classroom-based learning, held mainly on-campus;
- Flexible delivery – students can study in some cases on-line, or in a distance education mode; and
- Workplace Assessment and Recognition Services – for those already employed in the industry.

In 2002 the range of qualifications offered will be expanded to include the new Health Training Package, including Natural Therapies, First Aid and General Health.

Demand for training in the Aged Care and Disability Services areas is currently high in all levels of qualification, and it is anticipated that this will continue into 2002 and beyond. There is also a high demand for the Diploma qualification in Children's Services.

The demand in the Community Services, Youth Work, Alcohol and Other Drugs, Mental Health and Community Housing courses is currently steady and it is anticipated that there will be little shift in these areas in the foreseeable future.

There is a very high demand for training for Enrolled Nursing and this demand is only expected to increase in the near future. The market for Dental Assistant Traineeships is probably close to saturation point and it is not expected that there will be expansion in this area in the future.

Library Services

Library Services provides physical and intellectual access to quality learning resources for the students and staff of the Institute, by building collections of these resources within the Institute, by providing improved access to

resources held elsewhere, and by empowering learners to locate, assimilate and evaluate resources.

Library Service provides facilitated access to computers in campus libraries, leading to improved access to and usage of learning resources, along with improved learning outcomes and increased student satisfaction. Library Services is the recognized provider of flexible computer access.

Library Service provides the quality learning resources that are critical to the acquisition of knowledge, skills and understanding in vocational education and training.

The Clarence Campus Library has grown significantly since its establishment in 1989 to service the Welfare Studies Department of the former Hobart Technical College. Now it services a range of Programmes, including the highly library-based program areas of Community Studies; Child Care, Health and Aged Care Studies; Art, Craft & Design; Multimedia; Built Environment; Environmental Health and Natural Resources, (including Horticulture and Parks Management), as well as the trade areas of Carpentry and Joinery and Printing Machining.

Other Program areas serviced by the library include Training, Safety and Marketing (commercial courses). These Programmes are expected to exhibit growth in the future, and will require increased access to library services.

The Institute's Library Services have expanded, and now claim responsibility for technological advances in training such as scanners and video-conferencing facilities, and will soon be a major player in TAFE Train.

Training Safety & Marketing

Training Safety Marketing (TSM) provides educational services for fee-paying commercial clients. Clarence Campus is used mainly for the training disciplines of Occupational Health and Safety, Assessment and Workplace Training, and Frontline Management.

The unit generated \$413,000 of commercial revenue in 2000. Two of the four Business teams in the South use the current Clarence facility and have increased their target to \$450,000 for 2001.

Training Safety and Marketing provides qualifications in Diploma of Occupational Health and Safety (OHS), Certificate 4 OHS Safety Representatives, Managers and Supervisors OHS, OHS awareness for accident investigators, critical incident training, OHS committee training; Diploma and Certificate 4 Assessment and Workplace Training; Diploma and Certificate 4 Frontline Management; and can provide customised courses to suit clients.

Major clients include Telstra, Aurora, Hydro Tasmania, Australia Post, Pasminco, Colex, Norske Skog, and many State and Local Government Departments.

Training is also provided to small business clients in the building, cleaning, contracting, insurance, manufacturing sectors.

TAFE Services

TAFE Services is a statewide operation managed on a Regional Basis. Services are provided to students, teaching teams, and other support areas. Services provided comprise mainly as follows:

- Front Office and Student administrative services.
- Cleaning Services and related tasks.
- Facilities support.
- Management and operation of student residences and cafeterias.

Front Office and student administrative services involves a number of specific tasks including:

- Front office face to face reception services (General student and staff inquiries).
- Telephone services.
- Car and Bus fleet bookings and administration.
- Financial receipting services.
- Provision of mail services.
- QLS data entry and retrieval. (enrolments)
- Testamur and results processing and issuing.
- Provision of a room bookings service.
- Sessional teacher processing.
- Temporary staffing register entry and upkeep.

Cleaning services involves specific tasks including:

- General cleaning of all campuses and centres.
- Unlocking and locking campuses and centres.
- Assistance with furniture movement (internal).
- Other duties as specified in the cleaning agreement.

Facilities support involves specific tasks including:

- Campus and centre building maintenance services <\$5000.
- Internal courier services.
- Bulk store operations.
- Provision of campus and centre security alarm services and monitoring.

Student Services

Student Services aims to assist in the development of a balanced, well informed student body able to learn effectively at the Institute.

Student Services offers information, counselling and learning support services to current and potential students. Student Services also supports Institute staff in improving their skills with special reference to targeted groups and provides information about student concerns to Institute administration.

The Student Services Unit has eight key output areas - the provision of:

- a course/careers information service
- a student counselling service
- a learning support program
- a multicultural access service
- a disability access service
- employment assistance service
- an aboriginal access service
- an international student service

Additional services provided include:

- student grant, transport allowance, child care subsidy
- assist with student orientations in all teaching areas of the Institute
- support the continued development of the Institute Student Representative Council
- provide advocacy and contact officer support to both staff and students

Student Services must be located in a "one stop shop" environment with TAFE Services.

Current and Future Training Methodologies

The Institute currently utilises four principal methods of delivery that define the ways in which accommodation is used. These include Classroom Learning, Practical Learning, Competency Based Learning and Flexible Learning. There are a number of variants on these methods.

Classroom learning includes the traditional teacher instructing a class group either in either: a General Learning Area (GLA); a Specialist Learning Area (SLA); the field; or the workplace.

Practical Learning comprises direct tactile learning with specialized equipment in a workshop, field or laboratory under the supervision of an instructor. Competency Based Learning, by contrast, involves the student working on self-paced modules that comprise concurrent theory and practical learning. The student moves between GLA and SLA accommodation as required to complete each module in their course of study.

Flexible Learning includes learning by way of computer based or written training modules that may be accessed at the Library, Home environment and the like.

Notwithstanding the variety of methods utilised, it is apparent that continuing advances in technology over the coming decade will impact significantly on both the subject matter taught by the Institute and the method of delivery. Overall, it is foreseen that increasing application of computer technology by a variety of the Institute's Programs will result in the requirement for less floor area, but this will include a greater extent of specialised fitout.

It is also foreseen that many more theory subjects may be delivered through Flexible Learning – computer based packages that students access from home and complete in their own time. These and potentially many other subtle developments will have the combined effect of reducing the need for both SLA and GLA floor area across the Institute.

Therefore, it is emphasised that future accommodation design must consolidate where practical onto a limited number of site and provide sufficient flexibility to readily convert existing accommodation to other training uses, readily take up advances in technology and also consolidate and dispose of or mothball redundant floor area in a cost effective manner.

PROJECT OBJECTIVES

The broad objectives of this project are:

- To provide upgraded accommodation that satisfies the Institute's three primary needs identified in section 1 and the operational needs of individual programmes;
- To provide efficient and effective accommodation over the next 20 years.
- To optimise floor area efficiency and functional effectiveness in addition to providing an attractive and comfortable working environment within the allocated budget and user requirements;
- To consult with building users to ensure needs are adequately incorporated in to the works within the budget.
- To optimise building energy efficiency and monitoring as part of the overall building design and ensure that capital outlays on new plant derives long term value to the Institute.
- To provide easily accessible and co-ordinated services mains and reticulation systems that will provide long-term fitout flexibility and adaptability for the Institute with minimum disruption to operations. This should also include provision for growth in demand for services and associated accommodation floor area.

- To comply with the stakeholder requirements and statutory regulations relevant to this project.
- To provide deliverable and completion documents such as condition assessments, as-constructed drawings, operating manuals and the like for integration into the Institute's asset register.
- To deliver the project within agreed parameters of time, quality and cost for the Institute with minimum disruption to operations.

VALUE MANAGEMENT STUDY

A Value Management Study (VMS) was undertaken with the user groups to ensure that the project fundamentals are soundly based and that the best value for money is achieved as one of the principal outcomes.

The consensus and recommendation of the group at the completion of the VMS was that the proposed project meets the functional requirements of the users and should proceed as documented with only minor changes to the Visitor Carpark.

The proposed redevelopment will provide accommodation that is flexible, maximises usage and is more compatible with current delivery methods. The added benefit will be a more efficient delivery resulting in improved user morale and increased attraction for potential students. The value management process is to continue throughout the ongoing redevelopment process under the direction of the Project Team.

RISK ASSESSMENT

The proposed project involves a number of major risks that will be managed as follows :

Latent conditions in existing buildings, i.e. quality of existing building services and finishes.

The Clarence Campus infrastructure has come to the end of its useful life. Work at the Campus will be extensive and potentially involve exposure to latent conditions. This will be managed through appropriate risk attribution and preliminary survey works of existing conditions to identify and manage latent condition items in the design and construction processes.

Project definition is not suitably matched with detailed requirements of users.

This may be managed by supplementary reconfiguration and reallocation of accommodation at each site. There remains a limited amount of spare capacity across all remaining Institute accommodation in the Southern Region that may be taken up in the event that program needs grow through the life of the project. However, previous experience indicates that growth in one program or discipline is usually offset by decline in another. Accommodation

design must be sufficiently flexible to allow cost effective reconfiguration for changing needs.

There is a decline in the demand for Institute of TAFE training.

This is not expected to be the case in the foreseeable future (say 5 years). As stated previously, the proposed consolidation of accommodation and flexibility of fitout will allow the impact of this risk to be minimised.

Changes in ANTA policies regarding infrastructure funding for training accommodation during the course of the project and before funds are fully committed.

If this eventuates funding would have to be sourced through asset disposals or state funding. However, it is expected that ANTA capital development funding will continue through the life of the project. It is also appropriate to pursue asset redevelopment at this stage in order to utilise available external funding from ANTA and improve the operating efficiency of the Institute.

Changes in ANTA policies regarding accreditation and delivery of training.

Recent ANTA policies have identified the need to improve utilisation and general efficiency of accommodation in order to optimise available resources directed at training as opposed to maintaining inefficient property assets.

Disruption to Program activities and building occupants during the course of works.

This will be managed through risk attribution to respective participants in the redevelopment delivery process. Strict construction contract conditions relating to control of noise and disruption will be incorporated into documentation for all stages of the project and enforced rigorously.

COMMUNITY ACCEPTANCE

There is now considerable evidence that the perception of the Institute is improving in Tasmania and it is reasonable to predict that this trend will continue to increase demand for Institute services.

The Institute has a broad portfolio of training services that not only provides vocational education and training services for school leavers but also businesses and the wider community across all adult age groups.

There is also growth in fee-paying training provided to interstate and international customers in the form of distance learning or students attending Institute of TAFE training in Tasmania.

REDEVELOPMENT WORKS

Site Works

The overall landscape theme for the redevelopment of the campus is to provide stronger directional 'way-finding' for prospective students, visitors and others using the campus.

At present, direction indications from Cambridge Rd are part of a conglomeration of signage. As one approaches the campus the signs become smaller rather than larger. It is proposed that the entrance drive be more defined by way of an informal avenue of Eucalypts. This reinforces and links the Campus to the adjacent Meehan Range, and reflects the aims of the Clarence Council in reinforcing the value of the bush zones in their municipality.

It is proposed that the main vehicular access route through the campus has a series of pavement changes to break up the feeling of a main thoroughfare and to alert all drivers that the area is both a pedestrian and vehicular precinct.

A series of built elements at key entry points will be provided to reinforce the image of the campus and assist in way-finding.

Fenced areas adjacent to the entrance road will be reconstructed to provide a better image, with a security gate keyed for after hours and weekend entry.

At the T-intersection a low wall will direct the movement of visitors towards the right, towards a new visitors carpark.

It is from here that the visitor commences pedestrian access to the administration facilities. A path will rise up to the hub of the campus that includes the cafeteria and informal gathering places. An extended ramp then leads to the library, student facilities and administration areas beyond.

The design solution will aim to simplify yet strengthen this arrival zone.

The internal courtyard within buildings A1, A2, A3 and A7 aims to provide an accessible and peaceful external area. The paths provide links between all entrances encouraging indoor-outdoor movement. A robust water feature is proposed in this area.

The majority of student parking is presently located at the top of the site. The aim is to improve the efficiency of use of parking space.

The car park is to be extended and resurfaced, with new line-markings, and overhead security lighting. The car park will be reconfigured for better utilisation.

A reinforced bus turning circle will be constructed at the head of the carpark to reduce long term damage to the pavement.

Upgrading, repairs and cleaning of existing sewer and stormwater drainage will be undertaken to rectify tree root infiltration and silt removal.

To reduce impact of stormwater flows on Flagstaff Gully Creek it is proposed that runoff from car park areas is diverted to several plant-lined drains leading to a retention basin on the site. This water may be suitable for irrigation of the campus grounds.

Part of the existing fire main will be replaced due to pipe failure of the cast iron and steel sections over recent times.

Building Works

Stage 1

Block A2 is currently predominantly occupied by Welfare, Youth, and Disabilities, and Children's Services, Aged Care, and Health. It has significant building envelope and internal environment deficiencies, and has inadequate and unsuitable access for people with disabilities.

In particular, the two storey building has poor environmental conditions, being too hot in summer and too cold in winter with significant glare problems due to lack of window shading.

The design proposal for this building will rectify these identified problems by incorporating passive environmental controls including window shading, insulation, and adequate natural ventilation. It is not proposed to provide full mechanical air-conditioning.

The classrooms are generally under-utilised, and do not meet the required standard for the practical needs of the teams.

It is proposed to divide the works into two Separable Portions, relocate the current occupants temporarily in one portion and utilise other campus rooms and resources for the duration of the refurbishment works to Block A2.

This stage shall include the installation of the new lift to service both Block A2 and A1 and new staff toilets and tea room are to be provided on the upper level of Block A2.

The proposed accommodation in Block A2 will be as follows:

Community Services and Health (CSH)

This colocated team will have a common reception, administration, and staff area. The staff are located in one area on the ground floor.

The general learning areas will be on both floors and the practical special learning areas for children's services and aged care will be located on the ground floor.

Access to CSH will be from the existing entry leading from the upper carpark, through new auto sliding doors, with the reception immediately adjacent. This entry is considered a secondary entrance to A Block, not having the prominence required for the main entry or to Adult Education.

The Parenting Room for the Campus has been located in A2 because of its close association with CSH programs.

Adult Education (AE)

Adult Education will have a distinct and separate entry on campus to establish a discrete identity for its mature aged students. A new entry is proposed at the northern end of Block A2, with new canopy and signage. Access to Adult Education will be from the new entry leading from the upper carpark, through new auto sliding doors, with the reception immediately adjacent.

While Adult Education will have four general learning areas in the allocated area (including yoga and art/craft), they will also have convenient access to other classrooms in the immediate vicinity as well as the rest of the campus. In addition they will have convenient access to a student lounge/common room, and will use other campus facilities such as photographic dark rooms and studios.

It is not proposed to move Adult Education into their accommodation until the completion of Stage 4. The space will be used throughout the duration of the works to assist in temporarily decanting the other teams affected by the works.

Aboriginal Studies (AS)

Aboriginal Studies do not require a reception area, but will have a staff room and a large general learning area immediately adjacent. They will also have access to another small GLA in the vicinity.

Built Environment (BE)

It is proposed to locate the Built Environment staff area on the northern end of the first floor to be in reasonably close proximity to the Built Environment laboratory and the Carpentry and Joinery GLA (Block A6).

Stage 2

Block A7 is currently occupied by Training Safety Marketing, with some areas also being used by Student Services, Welfare Youth and Disabilities, Art Craft Design/Multi Media, TAFE Services cleaning staff, Carpentry and Joinery GLA, and Built Environment laboratory.

The server room for all communications and data on the Clarence is also located in Block A7. This server room will be maintained in full operation until change over to the new server location.

It is proposed to temporarily relocate TSM to the completed Stage 1, and for all other functions to agreed but yet to be determined locations. Due to the spatial needs of the accommodation proposed for this block (especially the open plan library), the existing central corridor will be removed, and most, if not all of the existing partitions are expected to be demolished.

The existing corridor roof is to be demolished and reconstructed to overcome deficiencies in the roof fabric.

Internal circulation around A Block will be maintained by constructing a linkway corridor on the eastern facade of Block A7, opening to the internal landscaped courtyard. This linkway will provide internal ramped access to adjacent Blocks A1 and A3, in compliance with the required standards for people with disabilities.

New staff toilets, public toilets, a toilet for people with disabilities, and a staff tea room will be provided adjacent to the entry, seminar/conference room, and library.

The proposed accommodation in Block A7 is follows:

TAFE Services / Student Services (TS / SS)

The TAFE administrative functions of these teams are the public 'front door' of the Clarence Campus - the first point of contact for new students and visitors. The main building entry will be highly visible from the campus site entry, and will provide ready access for people with disabilities.

Security and environmental control will be achieved by the use of access controlled auto-sliding doors forming an airlock. The foyer will be welcoming, with a single reception counter providing the contact point for TAFE Services (including TAFE Executive) and Student Services.

Offices and interview rooms are located immediately adjacent so that private and confidential queries can be discreetly handled. The library entry is also accessible from the main foyer so as to give all hours access to the Flexitrain facility.

The bookshop, which is a privately operated facility, will be located adjacent to the main foyer. The seminar/conference room will be readily accessible from the foyer as it is intended to be used as a central campus facility, including after hours operation.

The Campus sick room will be incorporated into these works.

The area under the floor of Block A7 is to be utilised to accommodate the small bulk store, and a fire-rated records store.

Staff and student common rooms and ancillary archive and bulk storage are located elsewhere on campus.

Library Services (LS)

The Library facility provides services to all teams on campus, and to external students. It is located to be readily and centrally accessible, but with only one point of entry and exit so that security and control of the library resource is maintained. This entry will be adjacent to the main entry foyer.

The main library collection is accommodated in a central open plan area, with reading lounges and tables, study carrels, catalogues, and on-line access carousels positioned on the perimeter to give access to natural light. The library will be fully air-conditioned.

Visual supervision will be possible from the loans desk to all areas of the library.

The Flexitrain facility (up to 40no. on-line computers) is located within the library area.

Information Services (IS)

Data and communications services for the campus are to be provided from a highly-secured fire-rated and fire-protected server room, with adjacent office/workroom. These rooms will be fully air-conditioned, with security access control.

Stage 3

Block A1 is currently occupied by TAFE Services administration on the ground floor, with Library Services on the first floor. Both these functions will be relocated to the completed Stage 2. The lift service will have been completed to Block A1 as part of the Stage 1 works. A remodelled internal stair will provide access to the first floor whilst allowing the new linkway to complete the covered circulation around the internal courtyard.

The proposed accommodation in Block A1 is as follows:

Training Safety and Marketing (TSM).

TSM will have a distinct and separate entry to establish a discrete identity for its fee paying industry-based students. Access to TSM will be from the refurbished entry to Block A2 through new auto sliding doors. TSM administration will be located on the ground floor. The GLA's are arranged to provide shared breakout rooms accessible from the classrooms.

Stage 4

Consists of Blocks A3 and A6 currently occupied by Art Craft Design and Multi Media.

The existing functions are to generally remain, but will be refurbished to meet the required standards of accommodation, workflow, and building services which are all deficient.

These functions will continue to operate, and the refurbishment is to take place as a series of sub-stages to suit the ongoing occupancy.

Generally facilities have been relocated between A3 and A6 to rationalize clean and dirty / noisy functions and to gain servicing efficiencies.

The proposed accommodation in Block A6 is follows:

Art Craft Design and Multi Media (ACD / MM)

This team will have a collocated reception, administration, and staff area.

Photography studios, workroom, and darkrooms will be relocated and consolidated with the Reprographic Darkroom to create servicing efficiencies and residual space for other functions.

The existing computer labs are too small and inappropriately arranged. Subject to the proposed forum on the use of computers in education the computer labs will be reconstructed in the southern end of Block A6, with a printer room between them.

The Drawing Studio will be increased in size to enable division into two separate smaller drawing studio's if required, using an operable wall.

The Built Environment laboratory will be located in A6 and be jointly utilised by Carpentry and Joinery as a GLA and includes storage space for materials.

The proposed accommodation in Block A3 is follows:

- **Art Craft Design and Multi Media (ACD / MM)**

Screenprinting will be relocated to improve workflow and equipment space requirements, and to improve access to adjacent ancillary functions of preparation, processing, and cleanup.

Jewellery areas have been relocated to improve workflow, and to provide more efficient building services including ventilation/extraction. An acoustically isolated hammering room is to be provided to control noise generated by the preparation of material.

Printing areas are expected to reduce substantially and have been relocated to consolidate and address building services deficiencies, and materials storage inadequacies. The Printing function is subject to review, and is to be one of the last areas to be carried out. There is a possibility that Printing will no longer be required on the Clarence Campus, in which case the area will remain unrefurbished, or allocated to a new function.

The existing printmaking equipment has been relocated to a larger space to suit a better workflow, and to address occupational health and safety issues.

The reprographics workroom has been relocated to maintain its relationship with the printing areas.

TAFE Services/Student Services (TS / SS)

In addition to the administrative functions located in Block A7 (Stage 2), the main circulation internal 'street' will accommodate the student lounge and the TAFE Cleaning staff change rooms.

The staff common room is to be used by all staff on campus. It has been designed to create an attractive relaxing environment that will encourage staff to move away from their allocated team staff rooms, and mix with staff from other teams in a non-teaching area. The common room will have tea and coffee making facilities, food preparation equipment, tables and lounge chairs. The room will be open to views and have access to the internal courtyard.

Other Works

The existing amenities are to remain, but are to be refurbished to accommodate toilets for people with disabilities that comply with current standards. Limited works will be undertaken to repair damaged or deteriorated surfaces, fittings and fixtures. Maintenance painting will also be carried out. In addition, male and female showers are to be added. The showers are to be accessed without going through toilet areas, and may be unisex configuration. At least one shower is to be suitable for access for people with disabilities. Mechanical ventilation is to be provided (refer Building Services report).

Suitable signage indicating the location of toilets will be installed in lobbies and corridors. Similarly, general building directory signage will be designed and provided in lobbies and access corridors for people with diminished sight.

The condition of plumbing fixtures and services will be reviewed as part of the condition assessment and replaced only where damaged, worn or unsuitable.

A number of cleaner's rooms will be provided throughout the campus to serve the needs of individual building blocks. A bulk store will also be provided under building A7.

The existing gymnasium (Block A4) is to be converted into storage for infrequently used furniture and equipment, and non-critical files and records. The area is to be sub-divided into secured wire-mesh areas allocated to each team on campus. The envelope of the gymnasium is to be repaired to prevent water ingress.

The existing finishes and fittings to all corridors will be cleaned up, repaired or replaced and repainted where appropriate. New materials selected for these areas will be low maintenance and durable. Glazing will be provided to classrooms where appropriate to allow supervision from corridors and to soften the institutional nature of these spaces.

Only minimal works will be carried out in existing stairs to rectify any safety deficiencies. The heights and suitability of handrails and balustrades will be rectified in line with the BCA. Minimal and cost effective works will be undertaken to correct these deficiencies.

Building Services

Redevelopment of building services will be carried out to improve the quality and efficiency of performance and will consist of the following :

Mechanical Services

In order to minimise ongoing maintenance and running costs, a design philosophy of minimising the amount of mechanical plant in the building will be utilised. This will include the use of natural ventilation, radiant electric heating, additional roof and wall insulation and passive cooling via internal and external shading utilising cross-flow ventilation.

Air conditioning and mechanical ventilation shall be provided to areas with high internal loads such as the Library (which includes Flexi-train) and computing areas. Mechanical exhaust ventilation will be provided to Tea Rooms, Resource areas, toilets, showers and internal occupied rooms and to suit specific requirements of Learning Areas in accordance with statutory requirements.

Electrical Services

Lighting systems will be replaced with high energy efficient low-glare light fittings. Electrical power services will be upgraded to comply with current statutory requirements and include earth leakage protection, where appropriate.

Communications Services

Existing communications systems will be upgraded to cat.6 and supplemented as required to suit new room layouts and current technology requirements. They will also be designed for future flexibility to accommodate changes in fitout and technology by utilising fibre optic connections between buildings.

Security Services

New electronic security systems will be provided as required. Duress alarms will also be included in the fitout of public contact areas to provide appropriate security and safety for staff and students and assist in preventing vandalism and theft.

Fire Detection Services

Fire detection systems will be brought up to current statutory requirements that include the Building Code of Australia, AS1668 and AS1670. The new system will be a fully addressable system

Lift Services

A new lift will be provided as part of the strategy to address access issues within the Campus. The lift will be installed to service both levels of buildings A1 and A2 and will include a low height button panel for use by persons with disabilities.

The décor of the car will be durable and low maintenance, minimising opportunities to deface and vandalise surfaces and fittings.

Hydraulics

Existing drainage, water and fire services will be utilised to suit new room layouts and upgraded where necessary to meet current statutory requirements.

COST ESTIMATE

Stage 1 Building A2	\$
Community Services and Health	
Aboriginal Studies	
Adult Education	
Built Environment	
Carpark and siteworks	
	2,388,000
Stage 2 Building A7	
TAFE Services	
Student Services	
Library Services	
Information Services	
Courtyard landscape works	
	2,053,000
Stage 3 Building A1	
Training safety and Marketing	569,000
Stage 4 Buildings A3/A6	
Art Craft and Design/Multi Media	1,716,000
Loose furniture and equipment	200,000
Relocations/Removals	45,000
Contingencies	
Allowance	395,000
Art Works	40,000
Professional Fees/TAFE Costs	831,000
Current Indicative Cost Total	8,237,000

Exclusions: GST 10%

EVIDENCE

The Committee commenced its inquiry on Monday, 3 December 2001,. The submission of the Institute of TAFE Tasmania was received and taken into evidence. The following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Neal Mackintosh, Jacob Allom Wade Architects;
- Craig Webb, Major Works Co-Ordinator, TAFE Tasmania;
- Paul Murphy, General Manager, TAFE Tasmania; and
- Jack Hansen, Manager-Facilities, TAFE Tasmania

Project Objectives

Mr Murphy outlined the objectives of the project to the Committee:

... with this proposal we are trying to address two objectives. The first is the need to refurbish what is obviously an old building. There are considerable difficulties with the environmental management which we have addressed on an ad hoc basis over the last two or three years but need a considerable degree of effort invested in making the building more suitable as a learning environment. There are also disability issues which we have not managed to address yet and we are required to do so.

The second objective that we have is to make what is a building designed for education delivery as it was in the 1960s, more suitable for education, particularly learning facilitation as it is at this particular point in time.

Some members of the committee will be aware from the hearings relating to the 75 Campbell Street building that we are very anxious to create an environment where the learning of our students can be facilitated rather than the traditional classroom environment, and for that reason we are very focussed on changing the roles of our libraries, particularly to create a situation where the libraries can be used to allow student-centred learning - this involves information technology as well as resources, and more than anything it requires space. One of the key components of this particular proposal is to totally refocus the role of the library of the Clarence campus. At the moment it is a very tight, constricted area, which contains books. Our intention is to remodel it as a key part of this proposal, much the same as the library at the Campbell Street campus where it becomes an area quite large where students can come in and engage in learning, particularly information technology-based learning, so we would expect to see computers and flexible learning facilities offered there.

The campus that we are looking at is one where the main activity there tends to be in social welfare, child care studies, and other related areas. These areas have their own particular learning needs as well because of the varying delivery models that are

used. You will have noticed on your tour this morning that whereas in other learning environments we tend to have desks and chairs, in this one we tend to have easy chairs because that is the way the students learn. The model is quite supportive of a student-centred learning approach and some of the changes that we are making reflect the need to create a more suitable environment for students.

We have also expanded quite significantly in the last couple of years into areas where we have not traditionally delivered training. The two that are relevant to this discussion are the training of enrolled nurses and also aged-care training which has significantly grown over the last two or three years and we have had to make some changes to the learning environment to accommodate that. One of the components, which I am sure Craig will talk about, is the need to create a multi-purpose learning environment for the child care, aged care teaching area which will allow a large space to be used for a variety of practical training environments relating to both aged care, child care and indeed enrolled nursing.

So our objective, in summary, are two-fold. The building is very old and needs to be refurbished from a practical perspective. We have to stop it leaking, we have to make sure that we can control the environment inside but we also need to make sure that the learning environment we provide is consistent with learning methodologies currently in use and our view is that this proposal that we have here addresses both of those objectives rather well.

Planning issues

Mr Mackintosh outlined the planning issues that were addressed in relation to the project:

... we got together and we tried to address problems of the whole campus. Even then I have really only focussed on these number of buildings. We thought that all the other facilities on campus needed to be incorporated into that master plan to get a unified campus so we approach it from that perspective and indeed not just here, we are approaching it even from Cambridge Road rather than just these buildings so there are some identity way finding issues which we need to resolve but also we thought by strengthening this approach to the campus would help strengthen the feeling of a unified campus.

Coming to the intersection, really signifying to people that you are heading up this way to the main entry and indeed by clearing out some of the existing structures in the courtyard there, you can get a vision through to the main entrance which we are proposing. As Craig mentioned we are putting our visitors car park here for

first time users and really focussing - utilising this building which is a bit of a signifier that something is going on there - using that to lead you up to where we thought was the best position for the main entrance.

What that does is it really consolidates what basically is the hub of the campus now, including tying in the skills bar and buildings which are part of our real brief. So in terms of then the detailed areas, around the main entrance we have put all the TAFE services facilities and most importantly the library facility being part of the hub of the front entity we felt that that was an important location for it, especially in relation to itinerant users I guess who may just come to do a small package in flexitime so it could be a one stop shop, they enrol TAFE services and can move straight into the library and do their course and that may be all that they do.

A few of the programs have been colocated. The first stage work is the top building here which is where we were at this morning. Community Services and Health have been colocated; Aboriginal studies and adult education up the other end; then the second stage will indeed be the library building and TAFE services. We decided to attack this building first because it has got the worst environmental conditions and then we thought we need to really address the students concerns to integrate the whole campus as a second stage.

That work will include, for the disability access issues, tying all those together around campus, a new ramp which connects all the buildings from the entrance, a new link way across the back here which ramps up and indeed gives you access into the court yard. The cafeteria court yard then would have a link into the internal court yard as well so it really provides a facility that the students can use well.

And third stage would be training, safety and marketing over on the right hand side here on two floors and art craft, design, multi-media would be the fourth stage. Importantly the other disability access issue will be resolved by putting the lift up in the top corner here to address the four levels of the two buildings which it joins up and just to finish off another ramp here so that the whole campus is integrated and provides equal access for everyone.

As we talked about the mechanical systems will be mostly naturally ventilated. We have a little bit of mechanical air conditioning for the library and that is about the limit of it. The rest of it will be naturally ventilated by utilising existing awning windows and creating ventilated rooves along the corridors to exhaust warm air out through the top of the building and that at the same time addresses all the maintenance issues, re-roofing the building as it

has come to the end of its useful life and ... and providing some external sunshading to help stop the heat build up as well and - there was a real design to make all the system work passively so we weren't spending hundreds of money in the building because it is designed to be a naturally ventilated building but we are just finding out some deficiencies at the same time. I think that about covers it.

Adult Education

The Committee questioned the witnesses regarding the comparative benefits of relocating the Adult Education section from its current accommodation at Warrane Primary School to the Clarence TAFE site. Mr Webb responded:

... one of the good things about Adult Ed coming (is that) they have a lot of courses that are similar to what we will offer over there like jewellery, photography, art and craft and a number of those programs so they are existing there so we won't have to duplicate other facilities and they will be on hand as opposed to having to go elsewhere. At the moment our photography facilities are in South Hobart so anyone on the eastern shore would have to go there or indeed go to this campus so they will be on site there.

We are creating four rooms that are, I guess, semi-exclusively for Adult Ed particularly of their long - the courses that run most frequently which is the Yoga/Tai Chi type classes, we are setting up a general purpose room for that. We are also setting up one for art and craft which is another big subject with Adult Ed and a small area which is not a photography room but it is one they will use for photography.

They will then be able to access, because they can't at the moment, the library facilities, the flexi-train that Paul was talking about facilities, and indeed other classrooms through the campus. Of an evening the campus isn't as well utilised as what we would like. A majority of the Adult Education classes are of an evening. Those rooms when Adult Ed aren't using them through the day will be available to other users on the campus.

We are just doing something slightly different there and trying to create the Adult Ed feel so it's complete. They were very keen not to lose the identity for that particular program because the users felt that the public work program on how they were running it now so that is why we gave it the separate entrance although Adult Ed people, if they do get lost, will be able to go to the front line just like anyone else. It just means that it is a hub.

When questioned by the Committee as to the comparative space available for Adult education purposes, Mr Webb responded:

They have about seven rooms at the moment and they will have four exclusive rooms where they are moving to but they will have access to the rest of the campus as well. When we looked at the timetabling there will be adequate space there because the majority of their classes are run in the evening and at the moment, with the TAFE site, there are not that many classes running

... With jewellery they won't own the space, they will be the user of that space and that will remain as a general jewellery space for the whole of TAFE. It's just those areas, like yoga, art and photography in the other room, which are more exclusively for adult education and they will have a greater control over it, so they'll book the jewellery room as with other users.

... We'll be designing lockers and arranging storage. Storage is actually quite a big issue for the whole campus because we're trying to get those corridors free and clean and so we'll be creating storage spaces. Indeed, within Adult Education themselves they will have storage spaces. If they choose to use those spaces or alternative spaces near where they have the training areas but we will be able to build enough for both users.

Night access

The Committee questioned the witnesses regarding the degree of night-time access to the campus. Mr Webb responded:

We are setting it up with our security systems using prox cards so that some areas, when they are not being used can be locked up, so it will be a lot easier. At the moment we have to get a cleaner or pay someone to come and open up the canvas whereas we are planning to put in a prox card gate so once a person is given the okay to get in, they will go to the gate, unlock it, get in, go to the general and probably the Adult Ed entrance, then that would unlock the other doors and access to toilets. The doors where they don't have privileges to go to will remain locked.

But it will be a system that will mix and match as much as - and utilisation is one of the key aspects of this is to get it up, and again a flexible classroom where space is keeping them flexible is an important thing for us.

Location of Adult Ed classrooms

The Committee questioned the witnesses as to why the Adult Ed classrooms were proposed to be located on the First Floor and the staff facilities located on the Ground Floor. Mr Webb responded:

The idea behind that was to give the end of the building the identity in order not to keep them on one floor - we couldn't actually fit that particular program on one floor and go with the other users - and we put the reception there because that was where the front door was so the first time users would be able to come in there and talk to the staff and move to anywhere in the building.

Location of lifts

The Committee questioned the witnesses as to why the lifts were proposed to be located at the southern end of the building, the end opposite to the Adult Ed facilities and the carpark. Mr Webb responded:

We certainly looked at a whole range of those issues that you brought up and we had to put the lift down that other end because that is where the four levels are and, like a number of other people, we thought about that very issue that it was at the other end. We're trying to create this identity for Adult Ed - if we put it up the other end it disappeared into the campus somewhat because it was more in the middle. We came to the realisation in talking to people that people will use the elevator, because the car park is so broad and wide they will be able to park quite close to it and in fact will come through that entrance on a regular basis once they are regular users. So I guess at the other end there we are looking at just the first-time users who use the campus and if someone did have to use the elevator and walk to the other end it would only be that one time, the first time they came to the campus. So it's just getting that mix right and keeping the identity and keeping that so we can also fit in the community services classrooms as well. We came to that middle-of-the-road, I guess, decision to satisfy all those issues.

Existing site services

The Committee questioned the witnesses regarding the condition of the existing site services and the potential for deterioration due to the geotechnical conditions of the site. Mr Macintosh responded:

... at the moment there is a lot of water which sheets over the car park and indeed is clogging up all the drainage system and part of the works are to resurface a little bit more of the existing gravel car park there which will stop the gravel washing in and keep it from clogging up the system, plus we are also going to address that by creating some trenches to move that water away before it actually moves down ...

... We had a report done on the external fabric and services and they didn't pick up any major structural damage. There is a little bit of minor work that needs to be done, just fixing up some brick runs, but nothing serious.

Mr Webb added:

Plus the sewerage system is failing so we are going to have to replace a number of parts of the sewerage pipes and the fire ring

that mainly goes around the campus has deteriorated to the point where it has got to be replaced as well. So a lot of the infrastructure is just ageing like the rest of the building and is nearing the end of its life or indeed at the end of its life.

CONCLUSION AND RECOMMENDATION

The Committee was concerned at the proposal to locate Adult Education facilities on the First Floor at the Northern end of Block A2, given that access services and the carpark were at the opposite end of the building. Having questioned the witnesses regarding this matter, and having not had any representation to the contrary, the Committee accepts the evidence that the solution offered is as a result of a consultative process, and accordingly, is acceptable.

The Committee notes the enhanced lighting and improvements to the design of the car park to facilitate the security of users of the facility.

The proposed refurbishment and reconfiguration of the existing buildings will manifest the Institute's commitment to the long term future of the Clarence Campus. It will permit an appropriate mix of colocated teams, improve the utilisation of primary and ancillary functional areas and will generally improve accommodation to an appropriate contemporary standard.

Accordingly, the Committee recommends the project, in accordance with the plans and specifications submitted, at an estimated total cost of \$7,500,000.

**Parliament House
HOBART
7 January 2002**

**Hon. D. G. Wing M.L.C.
Chairman**