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**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN  
COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART ON MONDAY  
3 DECEMBER 2001**

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### **TAFE TASMANIA - CLARENCE CAMPUS REDEVELOPMENT**

**Mr NEAL MACKINTOSH**, JACOB ALLOM WADE ARCHITECTS; **Mr CRAIG WEBB**, MAJOR WORKS COORDINATOR, TAFE TASMANIA; **Mr PAUL MURPHY**, GENERAL MANAGER, TAFE TASMANIA AND **Mr JACK HANSEN**, MANAGER FACILITIES, TAFE TASMANIA, MADE THE STATUTORY DECLARATION AND WERE EXAMINED

**CHAIR** (Mr Wing) - On behalf of the committee I would like to thank everybody involved with conducting the inspection this morning, which we found very interesting and helpful, and we very much appreciated the delicious morning tea. Thank you very much for that. Mr Webb, will you be leading the evidence?

**Mr WEBB** - I was thinking that Paul would talk about education issues and then Neal and I will talk about the architectural issues.

**CHAIR** - Thank you. Mr Murphy.

**Mr MURPHY** - Mr Chairman, 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

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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.

**Mr WEBB** - Our brief to the architects, along with the things that Paul has spoken about, is to fix up a range of issues like the way finding. I guess you all worked out that it is quite difficult to actually find where you wanted to go, so we have put a lot of work into that scope of work. The access issues that Paul spoke of, again we have put a lot of time and effort in to get those so that a non-ambulant and ambulant person can proceed anywhere on campus.

We have also tried to get the environmental conditions - the campus is the poorest rating of all of our campuses from our student perspective, particularly with heat in summer and too cool in winter. We have also looked at reducing our recurrent costs so we are looking at energy management issues there to make sure that it doesn't become an expensive campus and indeed if you are looking for some savings. Also to do the things that Paul was talking about, that is the functional relationships between the classes, the different programs and the moving together as a multi-purpose facility that can see us a good way into the future, particularly from an educational point of view.

So that was our main theme we gave the architects. It has gone through a consultative phase with all the users to establish the sorts of spaces they need to carry themselves into the future for their learning. Just to give you an idea of some of the perspectives of what the campus may look like, or should look like, we have set up this little demonstration which is just a bit of a view of how it should look.

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*Video shown.*

**Mr WEBB** - I will now hand over to Neal, who will go through the planning issues and where we are siting people. I guess the only other thing I need to mention is that we are doing it in stages, because it will still be delivering all of our courses over there, we are not moving anyone off site, so we have had to break it into stages and at some stage it will have to break into sections in order to move people around and get the building works done.

**CHAIR** - And you have the same architects doing it all?

**Mr WEBB** - All the way through, yes. Neal and his team will be here from beginning to end. We felt that was important because the campus itself needed some master planning works done to it in order to give the 'way finding' access issues right and we felt it important to follow it all the way through.

**Mr MACKINTOSH** - Mr Chairman, just following on Craig's point about master planning, we got together and we tried to address problems of the whole campus. Even though our brief really only focussed on these number of buildings, we thought that all the other facilities on the campus needed to be incorporated into that master plan to get a unified campus. So we approached it from that perspective. 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 needed to resolve, so we thought by strengthening this approach to the campus, it 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 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 consolidate 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 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 any campus, 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. 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. The second stage will indeed be the library building and TAFE services. We decided to attack this building first because it has the worst environmental conditions and then we thought we

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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 the 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.

The third stage would be for training, safety and marketing, over on the right hand side here, on two floors, and art craft and 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. 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 - the building 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 roofs along the corridors to exhaust any warm air out through the top of the building and at the same time address all the maintenance issues, re-roofing the building as it has come to the end of its useful life and -

**CHAIR** - Which wasn't designed very satisfactorily in the first place, was it?

**Mr MACKINTOSH** - That's right - and providing some external sunshading to help stop the heat build up as well. There was a real design to make all the systems work passively so we weren't spending unnecessary money in the building because it is designed to be a naturally ventilated building but we are finding out some deficiencies at the same time. I think that about covers it.

**CHAIR** - Thanks very much, Mr Mackintosh. Mr Hansen, is there anything that you would like to add?

**Mr HANSEN** - No, I haven't got anything at this stage, I will probably ask some questions on certain issues as we go through it later on.

**Mr GREEN** - The Adult Ed section that you are talking about there - Adult Ed isn't currently housed on the site?

**Mr WEBB** - We are currently at Warrane Primary on Cambridge Road.

**Mr GREEN** - So can you just run through the difference that will make to the campus in terms of the number of people attending and the utilisation of that -

**Mr WEBB** - That is one of the good things about Adult Ed coming as 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 and 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

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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 for their courses that run most frequently which are 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. 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, which they can't at the moment, the library facilities, the flexi-training facilities that Paul was talking about, and indeed other classrooms throughout 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 of course to other users on the campus.

We are just doing something slightly different in 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 of the users who felt comfortable with the program, of 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 like anyone else

**Mr GREEN** - So the expectation is that the campus will be opened basically every night, otherwise how do people get access?

**Mr WEBB** - That's right. 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, 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 we will be able to mix and match - and utilisation is one of the key aspects of this, to get it up, again the flexible classroom where the space is keeping them flexible.

**Mrs NAPIER** - What is the difference between the space that they currently have on the current site for adult education to what they will have here?

**Mr WEBB** - 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 -

**Mrs NAPIER** - What allowances have been made in the jewellery and other areas where they will be sharing space for storage. If I understand correctly, Adult Education like to to be able to own space. What discussions have been -

**Mr WEBB** - 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,

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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.

**Mrs NAPIER** - The other part of my question is about storage. When you have work that is part done and so on, where you can leave it and -

**Mr WEBB** - 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.

**Mr MURPHY** - We have had some practical experience in the last 12 months which I think is probably useful and indicative as to how things would pan out. We moved the Adult Education pottery from the Domain out to Clarence with effect from the beginning of this year and we were a bit concerned - in fact the adult education program was concerned - that by moving the pottery to Clarence that they would lose access to their resource. In the event that didn't happen and it's worth observing that there were some discussions which needed to occur to make sure that it didn't happen, but we did give the program commitments prior to their agreeing to move the pottery to Clarence that they would not in any way lose access to it and we have managed to work that out and work out a relationship between Adult Education and the art, craft and design program to ensure that we have got access. Each one was able to share access to the pottery and there are storage issues there, too, in relation to half completed works and so on which have been managed.

I think that the lessons we've learned there and the procedures and protocols we have come up with there would be equally applicable in other practical areas as well where there are shared resources.

**Mrs NAPIER** - Following on in adult education, I note that the classrooms - correct me if I am wrong - but the classrooms are up on the first floor, is that the top floor of that building? - but the staff facilities are down on the ground floor. Is that a conscious decision to do that?

**Mr WEBB** - Yes. 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.

**CHAIR** - On adult education, I think Mr Green had a question.

**Mr GREEN** - I was just going to make the point that the lifts themselves - the lifts are at the southern end of the building and the adult education operation will be at the opposite end of the building, which is quite a fair distance, and the parking for adult education will be at that end as well. It seems to me that, just standing on polling booths recently, lots of adults especially when they have difficulties with movement and all the rest of it, I

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would have thought it would have been more sensible, especially given that the classes are on the top floor, to have the lifts at that end of the building.

**Mr WEBB** - 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.

**Mr GREEN** - Where the library is now, there is going to be a worksafe standards -

**Mr WEBB** - Training, safety and marketing, that's right.

**Mr GREEN** - Which would normally be a day time operation?

**Mr WEBB** - Yes.

**Mr GREEN** - Mr Chairman, I can't quite come to grips with the four levels aspect of that end of the building. You're only taking two levels at that end of the building there.

**Mr MACINTOSH** - These two buildings are both two storeyed but the levels don't actually meet, so it is only at this corner where there are four levels, so it's not applicable down this end.

**Mr GREEN** - No, that's true.

**Mr WEBB** - And to ramp it becomes an impossibility. The elevator we'll put in will have two doors so you will walk in one place and you'll come out the other side for two of the levels and you will come back the way you came on one level. In fact as late as Friday we went down to the university, who have just installed one of these elevators, just to make sure that it did work okay because they have the exact same problem at the university union building. So we have had a good look at it and it works quite well.

**Mr GREEN** - It's a bit like the Don College site, Mr Chairman. The siting of these buildings actually has made it very difficult for you people to come along afterwards to try to make them combine. I do see adult education as being a real focus of lifelong education and learning into the future and it just seemed to me that perhaps it would have been better if that had been part of the hub as opposed to the other way around.

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**Mr WEBB** - We did do a lot of risk management on all those issues of where the siting of all the different programs were, and particularly with Adult Education and community services.

**Mrs NAPIER** - On the same issue, you have developed the classroom facilities predominantly on the first floor and the staff facilities are on that ground floor, what is the traffic analysis? Do clients spend a fair amount of time talking with staff? I would have thought in terms of client friendliness, you would put your classrooms basically where most things happen on the ground floor closer to the parking and you'd put your staff upstairs.

**Mr WEBB** - I guess we have sited the staff with the administration and we wanted to site the administration at the front door for people when they came in to inquire about courses. We have put the staff at front reception for the community services program and the teachers quite close by so that anyone turning up wanting to talk could do straightaway without having to again go through the building to find the staff. That was our main reason for siting on the ground floor.

**Mr MACKINTOSH** - And indeed the two team leaders are down opposite the reception area and there is a meeting room where students can converse with staff members there.

**Mr MURPHY** - It's probably worth observing here that increasingly our teachers are finding that they cannot manage their teaching and learning responsibilities without having staff there to support them because of the various accountabilities and the different ways of recording work. It's very difficult to separate teachers from the administrative staff for that reason. We're also increasingly aware that a separation of a front office which deals with inquiries and the teaching teams where the answers lie is proving to be difficult and we're trying to develop a model of managing our administrative resources now which actually has administration staff specifically associated with teaching teams. Teachers very closely are associated with the administrative staff and with less people in our administration area, you'll have a generic role. The effort to try to bring our administrative staff and teaching staff together at Clarence is consistent with that objective.

**Mrs NAPIER** - What's it like at the moment, the old Warrane campus?

**Mr MURPHY** - In Warrane at the moment we've got a general administrative officer who has two or three generic services staff who are there primarily just to be there in case somebody comes along. Located in other parts of the building we've got further administration staff and teachers. The difficulty we have is that in the main the inquiries that are being made now at our front offices are very specific to the program that is located at the campus and we are trying to move away, if we possibly can, from the notion of a generic office to the idea where there is an office closer to the front door which will contain virtually all of the information for the majority of the people who come there would want.

**Mrs NAPIER** - I can see Bryan's issue of once you park, if you are more elderly and frail trying to get up to the first floor, it's a long trek.



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**Mr HARRISS** - Mr Chairman, I just want to come from a different angle, if I can, rather than the functionality of the whole complex. In your submission, gentlemen, you talk about the existing site services, the ageing of them and the fact that there is likely to be further failure down the track due to latent geotechnical conditions on the site. What are those geotechnical conditions on the site which are going to cause further deterioration of the site services?

**Mr MACKINTOSH** - 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 on to the -

**Mr WEBB** - 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.

**Mr HARRISS** - And of course where anybody sees a reference to some geotechnical problems on a site, your immediate reaction is to the impact on the building. Is there any concern about impact on the structural stability of the buildings?

**Mr MACKINTOSH** - 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 HARRISS** - On page 4 under the main heading of the proposal, there is some reference there to the fact that additional building repair and replacement works that need to be addressed, et cetera, and that the works include total replacement of service infrastructure and so on including deteriorated roofing windows and brickwork. That seems to be a decision which has been reached outside the capital investment program process. My observation would be that they would be obvious things to the naked eye that ought to have been picked up at an earlier stage and therefore included in the capital investment program. Why at a later stage after the CIP for 2001-02?

**Mr WEBB** - When we engaged Neal, we also got some experts on board to look much more closely at some of the things and it was first thought, the observation of the lights for instance, that they were okay and they were within the time frame and that we would be able to keep them and one of the things, with later testing, was they indeed weren't. We have to replace those because of the ... - the first site survey didn't see that because they didn't go into that level of detail. It was also thought, during the first survey, that the roof could be repaired. Subsequent reports have shown that it can't be repaired. Well, it could be repaired but we risk it leaking at a later date and indeed we looked at that process as well where the conclusion certainly was we should replace the roof because there would be no guarantee, it would continue to leak. The other issues were, as Neal was talking about, the pipes, since the pre CIP process we actually got some people to take a camera down the sewerage pipes because they were thought to be okay but since, with that conditional testing, it was found that they weren't okay. So they were the three

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major factors that were picked out with more detailed investigations, that they really needed to be fixed up.

**Mr HARRISS** - It just raises, Mr Chairman, a concern in my mind I suppose that, as Craig has just said, some detailed further investigation. I can understand subsurface issues related to sewerage lines and the like but the easily identifiable problems to the naked eye such as poor roofing, windows and brickwork, with any even moderate professionalism I would have thought, there ought to have been those problems identified for your CIP in the first place, rather than some detailed extra process which Mr Mackintosh has had to carry out subsequent to your first. They are pretty obvious issues I would have thought. If they are that bad -

**Mr WEBB** - I guess they weren't that obvious until we - to get these reports done was very expensive and these reports go into really quite detailed analysis and I guess at the earlier stages - I refer back to the CIP program on its status - but it is those things because they are so expensive that you perhaps wouldn't carry them out until you are quite certain the program was going to be up and running and it was just a detail that a decision was made to do it after the CIP.

**Mr HANSEN** - Can I just say, Mr Chairman, probably our original thought is that the condition of what we are talking about now, the future life of those may get us another five or 10 years down the track and at that stage we thought 10 years, it could be a reasonable thing to expect, but as you say once we got our condition audits in and we looked at 10 years, we probably thought we are doing a lot of work on this campus as far as the environment goes and say if we had to come back in 10 years time, we may have to do a lot of work to re-establish that stuff. If it only lasts 10 years, we could be lucky we could get away with 10 or 15 years but after the auditors come back and said there is going to be a risk involved after that time period, it is a long way to come back and have to redo it when we have the opportunity now to rectify it and give it another 20 years of life during the construction.

It was just one of those decisions that we took and unfortunately the conditional auditors proved that there would be a risk involved in coming back in 10 years time, and probably a costly exercise at that.

**Mr HARRISS** - But in the same area of the report you talk about the fact that there will be a shortfall of funding as a result of those extra identified problem areas and that you will seek additional funds through ANTA and if that's not forthcoming, then there may be some rescheduling of other projects in the CIP. Are they your own projects or would you be lobbying to reschedule other projects within the government services.

**Mr HANSEN** - No, they are our own projects in the future and the shortfall, as we have said in the report, will come in around about 2004-05, well done the track at the end of the project. Additional funding is going forward this year in 2002-03 Capital Investment Program in the State budget and, as we say, in the event that the funding is not available, I am pretty confident that the ANTA funding - of course we have already programmed it into our next six years of CIP anyway - but if that is not approved by the CIP, it will only be our own projects that will be affected in 2005.

**Mr HARRISS** - So this project will take priority; others will be rescheduled.

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**Mr HANSEN** - That's right.

**CHAIR** - Mr Webb, you mentioned that it was very costly preparing the submission. I must say it is a very good submission and we appreciate the A4 format particularly. Are you able to estimate the cost of preparing the submission?

**Mr WEBB** - The cost of the report I was really talking about was the audit reports that we did afterwards. The cost of this would be difficult to estimate because a lot of this work we would be doing as we go along anyway. The planning is all part of the process so really it's the ... statement at the beginning and the preparation of putting it into a document, so I wouldn't put a high cost -

**Mr GREEN** - Twenty, \$30 000?

**Mr WEBB** - No, it would be under 10.

**CHAIR** - I am just wondering if you or anybody else is able to give an estimate of the extra cost, additional to the ones that would be incurred that you referred to otherwise, in preparing and presenting the submission to this committee as of today - the conclusion of the proceedings today.

**Mr WEBB** - Well, it's really just the cost of the report - I would estimate under \$3 000, \$2 000, because a lot of the work we are doing here we need to do anyway. We need to look at the educational issues, we need to look at all those things that we have gone through. The plans on your right there we have used as part of our consultative process with our staff and students and so they are an integral part of us selling it to our own clients and users. Likewise with the large plans there, we use that in order to market because it's over such a long period of time so the additional costs is really just in the printing of this and bringing this volume together.

**CHAIR** - So in the order of \$2 000 but no more than \$3 000.

**Mr WEBB** - Yes. Definitely not more than \$3 000.

**Mrs NAPIER** - Can I just ask another question. I was just looking at the program that you have provided us with. We are saying that the stage 1 construction is going to start hopefully in March 2002, if you can get the documentation tender work out. Do you want to get that out by December this month?

**Mr WEBB** - That's right. It would actually going to tender in February or the start of March. If you turn to page 5, it has a much more simplified program. The one we use is a working document as well, so it's bit complicated. You just need to know the beginning and the end dates - page 5 - you will see there 'practical completion' that's the day we occupy it - so September 2002 for stage 1, which is the community services. July 2003 for stage 2, which is the library and front office; February 2004, for the training safety and marketing and multi-media and IT.

**Mrs NAPIER** - So how many different contracts have we got going out over that period of time?

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**Mr WEBB** - Each one of those will represent a different contract.

**Mrs NAPIER** - Right. I know you have indicated that because of logistics you would want to organise it in a stage process. How have you assessed the advantages or disadvantages of having different builders potentially come in to take on the project.

**Mr WEBB** - We have done a number of different capital works. The Alanvale project we did on a number of buildings worked out very successful. The Launceston City Council was a single contractor. The 75 Campbell Street went out in several packages and we have found it not to be disadvantaged at all. The main advantage is it allows us to do is to continue with the training program by doing it in those four areas. They are the most logical areas to start with.

**Mrs NAPIER** - Which page will tell me the value of the tenders thereabouts?

**CHAIR** - The cost estimates are on appendix G - the very last one.

**Mrs NAPIER** - Yes, I did see that page. It seems all in order, Mr Chairman.

**CHAIR** - Thank you very much gentlemen for the submission and for your evidence and for all the help you have given us today, which we very much appreciated.

**THE WITNESSES WITHDREW.**