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PARLIAMENT OF TASMANIA

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PARLIAMENTARY STANDING COMMITTEE ON  
PUBLIC WORKS

**TAFE TASMANIA – TASMAN COMPLEX  
REDEVELOPMENT, PHASE 2**

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

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MEMBERS OF THE COMMITTEE

LEGISLATIVE COUNCIL

Mr *Wing* (Chairman)  
Mr *Harriss*

HOUSE OF ASSEMBLY

Mr *Green*  
Mr *Hidding*  
Mr *Kons*

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 – TASMAN COMPLEX RE-DEVELOPMENT, PHASE 2**

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

### **INTRODUCTION**

This reference sought the approval of the Parliamentary Standing Committee on Public Works for Phase 2 of the re-development of the TAFE Tasmania Tasman Complex.

### **THE PROPOSAL**

The majority of the proposed work involves the redevelopment of part of the Tasman Complex located at 75 Campbell Street and will comprise:

- Transformation of the existing Tasman Complex from a 1970s institutional education facility into a current day commercial customer focused outlet for training services.
- Provision of distinctive reception points for each TAFE Tasmania program or team akin to a commercial office tenancy with contemporary decor and furniture.
- Renovation of common areas such as lifts, toilets and lobbies. This will be supplemented with new durable and stylish finishes and fittings where appropriate to upgrade the visual quality of the accommodation.

The Phase 2 redevelopment of the Tasman Complex will address three primary needs as follows:

- a. Improvement of the effectiveness of service delivery by TAFE Tasmania in the Southern Region by upgrading the image and quality of building assets;
- b. Improvement of operating efficiency through increased accommodation utilisation and wider attribution of recurrent costs to teaching hours as well as upgrading to more energy efficient building services; and

- c. Recycling existing accommodation to optimise refurbishment and fitout costs.

Annual ANTA capital asset development grants will be utilised to fund Phase 2 and subsequent phases of the redevelopment project. The project budget is \$8.25 million.

Phase 2 will be committed over two years with the following milestones:

- Design Consultants appointed – January 2001.
- Public Works Committee Hearing – July 2001.
- Tender Stage 1 (Corporate Services and Information Services) – August 2001.
- Practical Completion -Stage 1 (occupancy by TAFE completed) February 2002.
- Tender Stage 2 (Engineering and Fitting & Machining) – November 2001
- Tender Stage 3 (Office Administration, Clothing & Textiles, Information Technology, Electrical, Management & Accounting) – June 2002
- Practical Completion -Stage 2 (progressive occupation by TAFE) – April 2002.
- Practical Completion -Stage 3 (progressive occupation by TAFE) – June 2003.

The submission to the Parliamentary Standing Committee sought approval for Phase 2, which will be delivered in 3 stages over two years due to the limited scope to economically relocate staff and students to temporary accommodation and the availability of cash flow from 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 TAFE Tasmania programs and teams and allocate appropriate budgets to each. This is aimed at maintaining cost control in terms of the standard and extent of accommodation provided for each TAFE Tasmania program accommodated in each facility.

## **BACKGROUND**

The TAFE Tasmanian Southern Region Accommodation Study and Accommodation Plan (1999) investigated the current and foreseen levels of demand for services at each of the campuses and specific specialised facilities in the Southern Region. It identified the opportunities to consolidate existing and future accommodation needs into the two campus facilities and a minimum number of specialised centres located in the metropolitan area, namely, Drysdale House in Hobart and the CAT Facilities at Prince of Wales Bay. The study comprised three stages that broadly encompassed data gathering, consultation with stakeholders and formulation of an accommodation plan. This was followed by the preparation of a brief for

implementation of accommodation development, and redevelopment where required.

The methodology adopted for the study included consultation with a range of key stakeholder representatives from across the Southern Region TAFE community.

The information and data reviewed identified that there is a clear opportunity to reduce the training services delivered at 26 Bathurst Street and consolidate them into the Tasman Complex at 75 Campbell Street, Hobart. This will require redevelopment of existing vacant and occupied areas at the Tasman Complex to accommodate the relocated Programs. The disposal of the Domain site will require the transfer of programs to the Tasman Complex and 26 Bathurst St.

## **LOCATION**

### **TASMAN COMPLEX – HOBART CAMPUS**

The site is located on the corner of Campbell and Bathurst Streets approximately 0.5km from the Hobart Central Business District. It is bounded by Campbell Street, Bathurst Street, the Brooker Highway and private commercial property.

## **EDUCATIONAL AND DESIGN OBJECTIVES**

The Southern Region of TAFE Tasmania 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 TAFE Tasmania and attend classes at TAFE facilities in the southern region.

### **FUTURE DEMAND**

Vocational education and training remains a high priority by 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 TAFE graduates undertaken in 1998 identified that Tasmania has the highest level of graduates employed at 81.8%. The relevance of TAFE training to graduate employment in Tasmania was clearly demonstrated in the 1998 national TAFE Graduate Destination Survey. 62.9% of graduates employed in May 1998 identified their 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.

### **CORPORATE ACCOMMODATION AND INFORMATION SERVICES      LEVELS 2 & 3**

The Corporate Services functions including Finance, Infrastructure, Human Resources Operations and Information Services, currently located in leased accommodation in the Emily Dobson Building at 99 Bathurst Street, Hobart will be relocated to levels 2 & 3 of the Tasman Complex.

These support services, together with the office of the Chief Executive Officer, when accommodated at 75 Campbell Street, will contribute to the overall efficiency of TAFE Tasmania by greater sharing of information and resources currently dispersed over separate sites.

The design of Corporate and Information Services is a creative response to the requirement of the brief to provide maximum flexibility and successful functional consolidation.

This has been achieved by the creation of two zones. The first zone is internal where most enclosed offices are located. The second zone to the external wall allows flexible open plan workstation arrangements, thereby maximising new lines, light penetration and exterior views. The design does not compromise a high tech modern working environment centred on the individual within the working group.

Break out spaces to the perimeter enhance the working environment. Defined and controlled entry points provide security.

### **FITTING AND MACHINING      LEVEL 1**

The 1997 Tasmanian Training Profile identified skill shortages in the trades of toolmakers and fitters/machinists. The current demand for fitting and machining courses ranges from pre-vocational to post trade training and has been sustained over the past five years. It is expected that foreseeable growth will be accommodated in existing facilities and associated changes in training needs may be satisfied by minor changes to existing building services and minimal fitout alterations.

The Administration area will include a combined Reception/Team Leader's Office, Staff Workroom and Staff Amenities/Resource Room. There will be three Specialised Learning Areas and a General Learning Area. The Welding and Painting Workshop will be enclosed and the Consumable Store extended.

The general appearance of the department will be improved by painting of walls, ceilings, doors etc. Walls will be painted in a light colour and a chequer

plate dado installed to minimise damage. This will provide greater light reflectivity to a presently drab working environment. The existing parquet floors will be refurbished and general maintenance carried out.

## **ENGINEERING LEVEL 2**

Civil, Structural, Mechanical and Hydraulic Engineering Technicians as well as Surveying Technicians are taught at 26 Bathurst Street, Hobart. It is planned that these groups will be consolidated into redeveloped accommodation in the Tasman Complex. This will provide the opportunity for improved efficiencies through optimum utilisation of teaching and accommodation resources.

Existing partitioning in this area is to be demolished to make way for the new fitout, which will include a Manual Drawing Classroom; two Computer Aided Drafting Classrooms with shared Printing, a Seminar Room and Store facilities. A Civil Laboratory will house the majority of relocated equipment from 26 Bathurst Street and be supplemented by three smaller Stores.

The new fitout on Level 2 is to be designed as a flexible area that responds to the needs of Engineering and its projected demands, with designated classrooms for use by other departments in the building. The administration area will be positioned along the Bathurst St. boundary with an open style reception area at the public interface. Testing facilities, stores and workshop are provided in the basement of the building.

The use of full height glazing and light colours will be utilised to generate a feeling of spaciousness. Highlight colours and strong architectural elements in the public areas will give a strong emphasis to the department's new image.

## **OFFICE ADMINISTRATION LEVEL 2**

Demand for training in office administration, information technology, management and accounting have increased over the past ten years, however the floor area required for delivery of training has remained static, largely through increased utilisation of existing facilities and greater use of external training facilities. The quality of accommodation, particularly in building services, is deficient and diminishes the quality of the learning environment.

A new Reception and Administration area will provide a revamped image for this department; the use of colour and glazing making a contemporary transition between lift lobby and training areas.

To accommodate out-of-hours usage, a secure zone has been created in the Reception area. This will allow students and staff access to designated classrooms and amenities, but exclude them from the main teaching facilities. In addition to staff accommodation, the refurbishment will provide two General Learning Areas (GLA), six Training Labs, Student Common Room and a Training Office complete with reception counter.

### **FLEXITRAIN LEVEL 3**

The new FlexiTrain will direct learning according to the student's needs and wishes and expand the use of Information Communication Technology (ICT) to extend the range of learning opportunities. Although not performed in the FlexiTrain Centre, study could be directed from the facility, with assessment and practical sessions taking place in workshops, laboratories, model offices, practice firms and workplaces.

FlexiTrain will evolve as a centre that provides the student with options for studying on-campus, at home, at work or access/skill centres.

### **CLOTHING AND TEXTILES LEVEL 2**

Clothing & textiles comprises clothing, soft furnishing, retail window dressing and some industrial applications. Training is primarily delivered through practical learning with some theory and competency based training components.

Demand for training in Clothing and Textiles is static and current estimates indicate that this situation will continue into the foreseeable future. Existing accommodation floor area is suited to current demand and would accommodate further growth in demand of approximately 15%.

The existing accommodation is to be upgraded to improve the location of storage and change room facilities, without destroying the open and airy atmosphere of the general space. The reception area is to be replaced to inject a new public image at the lobby interface. This will incorporate a glazed display area to showcase work by the students.

In addition to the new reception and staff amenities, a combined Theory/Computer Work Area is included, expanded sewing areas, a cutting area complete with timber floor, textile testing, four fitting rooms and a galley style storage area for improved efficiency.

A central Student Common Area with sink and coffee making facilities will be located centrally in the main work area.

### **INFORMATION TECHNOLOGY LEVEL 4**

Information Technology (IT) delivers training in the theory and set-up of computer hardware and software including networks. This is delivered as a mix of practical and classroom learning and requires a high saturation of computer equipment with associated building services requirements.

IT will largely retain the existing fitout with limited refurbishment. It is planned that IT administrative accommodation comprising the staff, reception and office accommodation currently located at the rear of the IT accommodation will be brought to the front, nearer the main lift lobby, to enhance customer access and security of staff and equipment.

As with the improved 'front of house' image for other departments, the introduction of colour, angled walls and glazing will open up the office area. Some classrooms are to be adjusted to create more flexible training areas. The relocation of the reception and staff area will provide a total of nine Software Laboratories in the revised configuration, as well as a Meeting Room, Student Common Area and enlarged Staff Office Area.

#### **MANAGEMENT AND ACCOUNTING    LEVEL 4**

Management and Accounting (MA) is delivered as classroom training to class groups of approximately 20 students. Some groups may be larger and will occupy larger GLAs.

Existing Management and Accounting accommodation will remain unchanged apart from the expansion of the reception, office and resource rooms into an existing GLA. Two existing storerooms adjoining the existing Lecture Theatre will also be merged with classrooms.

A new student lounge will be developed in the room adjacent to the toilets and lift core.

Building services will also be reconfigured and refurbished. Building fittings, fixtures and finishes in other existing GLAs will remain in current condition with limited cleaning and repainting where required.

In addition to the revamped reception and administration areas, full height glazing will be introduced into existing partitions to generate an atmosphere of light and transparency. The refurbishment of this area will provide twelve GLAs, two in Lecture Theatre configuration, a Meeting Breakout Room and a Student Common Area.

#### **ELECTRICAL    LEVEL 5**

Electrical (EE) comprises technical training for Technicians whose activities are currently spread over two sites. Electrical Engineering Technicians are taught at the Domain Campus with Electrical Technicians trained in accommodation on the 5<sup>th</sup> floor of the Tasman Complex.

Electrical will retain existing occupancy and expand to occupy the plant room along the northern side of Block A. The reception, office and resource room facilities will also be redeveloped to create a group of linked spaces and a larger consolidated open plan staff office area. The welding bays will be consolidated and a new exhaust system developed with Neiderman hoods serving each bay.

Building fittings, fixtures and finishes in existing Specialised Learning Areas (SLA) will remain in current condition with limited cleaning and repainting where required. Building air-conditioning plant serving the 5<sup>th</sup> floor will be located in the roof plant room on the 4<sup>th</sup> floor. Air will be ducted to the 5<sup>th</sup> floor.



The public face of the department will reflect the general enhancement of the lift lobbies and reception areas to provide a new cohesive image throughout the building. The existing plant area on the northern face of this floor becomes available in the rationalisation and upgrading of services in the building. This frees up space to expand general learning facilities in the form of a Power Laboratory, GLA, Motor Room and General Store.

Existing partitioning will be demolished to create an enlarged Electrical Circuits Laboratory and three large Mechanical/Refrigeration Laboratories.

## **CURRENT AND FUTURE TRAINING METHODOLOGIES**

TAFE 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 a GLA, SLA, field or workplace.

Practical learning comprises direct tactile learning with specialised 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 TAFE Tasmania and the method of delivery. Overall, it is foreseen that increasing application of computer technology by a variety of TAFE 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 TAFE Tasmania. Therefore, it is emphasised that future accommodation design must consolidate where practical onto a limited number of sites 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 TAFE Tasmania's three primary needs identified in section 1 and the operational needs of individual programs;
- 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 derive long term value to TAFE Tasmania;
- To provide easily accessible and co-ordinated services mains and reticulation systems that will provide long-term fitout flexibility and adaptability for TAFE Tasmania 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 TAFE Tasmania's asset register; and
- To deliver the project within agreed parameters of time, quality and cost for TAFE Tasmania with minimum disruption to operations.

## **CONSULTATIVE PROCESS**

A considerable amount of consultation has been undertaken with students, staff, management, unions and employer groups as part of the TAFE Tasmanian Southern Region Accommodation Study and Accommodation Plan (1999).

Initially, key management and staff representatives were consulted to identify the accommodation required for respective training and administrative functions. This information was utilised to develop a preliminary accommodation plan that was reviewed with all stakeholders identified above. Modifications resulting from this subsequent consultation were integrated into the final accommodation plan.

Further consultation with stakeholders will be undertaken as the project proceeds to detailed design and construction.

## **VALUE MANAGEMENT STUDY**

A Value Management Study (VMS) has been undertaken to assess the various options available to TAFE Tasmania with regard to the future use of the Tasman Complex. Four options were investigated and broadly comprised:

- Option 1 – “do nothing”;
- Option 2 – build a new complex on a “green field site”;
- Option 3 – refurbish the Tasman Complex and consolidate accommodation needs from 26 Bathurst Street and the Domain; and
- Option 4 – refurbish both Tasman Complex and 26 Bathurst Street.

The consensus and recommendation of the group at the completion of the Value Management Study was that the proposed project should proceed as documented, being Option 3. As current facilities are spread over several sites, are outdated and require refurbishment, including services, this option was considered to be the most cost effective utilisation of space.

The refurbishment 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 due to increased student/teacher ratios, resulting in improved user morale and increased attraction for potential students.

### **Indicative Cost Estimate - Summary**

<b>Stage 1</b>	<b>\$</b>	<b>\$</b>
Corporate and Information Services	1,850,000	<b>1,850,000</b>
<b>Stage 2</b>		
Engineering	751,000	
Fitting and Machining	254,518	<b>1,005,518</b>
<b>Stage 3</b>		
Office Administration	444,000	
Clothing and Textiles	523,000	
Information Technology	401,600	
Electrical	794,200	
Management and Accounting	503,000	<b>2,665,800</b>
<b>Other Works (to be sequenced as required)</b>		
Major Mechanical Plant Upgrade	929,000	
Minor Basement Works	16,000	
Lifts upgrade	24,000	
Common Areas/Stairs	347,900	
Asbestos Removal	58,000	
Mechanical/Electrical Demolitions	60,000	<b>1,434,900</b>
<b>Contingencies</b>		
Design Development	163,000	
Construction	281,000	<b>444,000</b>
<b>Direct Works</b>		
Furniture and Equipment	485,000	
Decanting	45,000	<b>530,000</b>
<b>Professional Fees</b>		<b>319,782</b>
<b>Current Indicative Cost Total</b>		<b>8,250,000</b>

## EVIDENCE

The Committee commenced its inquiry on Wednesday, 25 July 2001, and inspected the site of the proposed works. Following the inspection, the Committee commenced hearing evidence. The following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:

- Mr John Skinner, Consulting Architect, BPSM Pty. Ltd.;
- Mr Andrew Grimsdale, Consulting Architect, Designinc Pty. Ltd.;
- Mr Paul Murphy, General Manager (Development), TAFE Tasmania;
- Mr Shane Hickey, Major Works Coordinator (Facilities) TAFE Tasmania;
- Mr Jack Hansen, Manager (Facilities), TAFE Tasmania

### Overview

Consulting Architect, Mr John Skinner, gave a brief overview of the project to the Committee:

*I will start with level 3, the old Tasman Building - that was the area we had a look at this morning - at the café area. As I indicated this morning, it is the entire level 3 of the Tasman Building which will be demolished to make room for corporate services. They are to be relocated from where they are presently at 99 Bathurst Street. The planning of the area is quite simple and is based primarily on an open-plan basis - that is, this entire central area is open-plan work stations with enclosed office spaces around the perimeter. They are along the wall adjacent to the newer building and down the Bathurst Street wall. The reason for that being of course that the enclosed offices don't get the view; they are away from the view area and allows the open-plan office space to be much more amenable.*

*The other main aspects about the plan is that we will be breaking three fairly large openings into the outside wall to improve view lines, sunlight and amenity in general. In planning terms again, there is a reasonable amount of sharing of space in the facility. As pointed out this morning, the general construction and finishes are very similar to those you saw on level 1 in TAFE and student services.*

*If you can see the other drawing over there which indicates the external elevation and a cross-section through the floor itself, you will see the three fairly large windows we are putting up at the level. The section indicates some other features which will take advantage of - and I mentioned the existing roof lights. We will resurrect those roof lights and*

*reconstruct them so as to bring a bit of light into the centre of the floor space. The other main aspect in the interior down in that section, will be more ceiling work than is usual. It is not going to be a flat ceiling all the way through the space. There is a bit of low level ceiling in part and general sloping ceilings using standard components such as in this case ... tiles.*

*Apart from that, and as I said before, not much different to what we have done before. In essence the functionality that finishes the aesthetic will follow the line we have already taken. Is that sufficient for that?*

*Level 2 is information services, which is to be also relocated from 99 Bathurst Street. As you would probably be aware also, information services is in there already. There is a server room and some associated office and technical space, so basically they are staying in the one area. The existing facility is essentially through there. That is a strip of office space and server room, parallel from the existing passageway. We are reconstructing that and reformatting it to make it more efficient. The remainder of the space going through to the Brooker Highway face of the building will be detailed up again, as level 3, as open office space with a couple of enclosed offices for meetings and so on.*

*Once again, the general functionality of it, the finishes' aesthetic, will be similar to what we've already done. The only special bit about that facility will be the server and work rooms which obviously have to have a modicum finish detail servicing ... because of what is in there.*

Consultant Architect, Mr Andrew Grimsdale added:

*I would like to just run you through the next stage of the project ... floor by floor, if that is okay, and talk about the departments on those floors as we go.*

*... the basement floor ... will take accommodation of two areas of the engineering department, one being a concrete laboratory and store where they will store some of their pallets of concrete dust and what have you to make test samples for testing up in the engineering department and the other will be the engineering technicians store and workshop. Again that will be where they are making some of their test samples, making some of their bearings et cetera in the engineering department. The engineering department is being relocated from the old building over in 26 Bathurst Street and will be coming into another floor in this building,*

*which we will get to in a moment. That is the only work that we are involved in on the basement floor.*

*The project will be broken into a number of stages and stage 1 will be what is known as fitting and machining and moving of the engineering department. This drawing here showing the level 1 floor plan shows the fitting and machining works. At present there is a very large workshop in this zone here and some ancillary staff and GLAs - general learning areas - over in that area there and it is proposed to basically keep the workshop as it is. They have set that out with their machinery, what have you, to a level they are happy with. John's team has put a new plant room over in this corner of the existing large laboratory and this section here will be walled off and will make an oil hydraulics and a water hydraulics there, which is a shared facility between fitting and machining and engineering.*

*The stores along the bottom side of the department are basically staying as they are. We will put some sound rated doors on some existing openings and there will be some specific mechanical ventilation in there in one of the welding and painting workshops. As with all of the departments, one of the major criteria we are looking at is front of house - how the front of house reads to visitors and how it relates to the rest of their department so this again is probably not a very good model because it is only a very minor front of house area, if you like, but it will be the reception team leader up the front and the staff areas will start to spill out from that zone there.*

*The only other work in this area is to 'rejig' some existing walls here to create a larger general learning area, I think in the position against the external wall here and then put a computer room which can be shared between the two general learning areas in that position there.*

*... The next level of stage 1, if you like, which is the engineering department - that takes up this zone of the building through there. Again, we will be looking at creating a front-of-house reception, team leader and then the rest of the facilities spilling out from that sort of front-of-house node. In this instance we have a team leader interview rooms and then the general staff office and there is a staff fee paying and lunch room there which is where they have some of the CAD - computer aided drafting - courses there, they are able to go and buy some lunch and what have you.*

*The configuration of the layout - we recognise we have existing corridors to deal with along here but we still have to*

*create some corridors back within the department so we have located the general learning areas on the perimeter of the department so they can be used by other departments. They are not unique to engineering so we have general learning areas of 1 and 2 there so, for argument's sake, say somebody from office administration could come across and use those when they're not being used by engineering. Engineering could then secure their department by here.*

*Engineering department has two large computer aided drawing offices, one here and one there, and that has its ancillary printing room and store off the side of that; and, interestingly, it has a manual drafting office, which is quite pleasing to see for us older architects. The idea with the drawing office, recognising that we don't want it tied up with a specific function, we will try to set out the drawing office so that it has the drawing board and to the side of the drawing board it will have a desk so that at certain times it can again run as a joint function. It is quite a large room which can be utilised for a lot of other uses. Their main testing laboratories are over on this corner and with that testing laboratory they do things like analyse various rock strata, crush some of the testing cylinders that they make down in the basement - which is the first drawing I showed. That basically then is stage 1.*

*The rest of the stages are made up by the other major departments around these floors and I will probably run through drawing by drawing. This one is where we stood before we came down here and this is clothing and textiles. Again this is the staff common room, which I mentioned, behind that long dark brown brick wall. We will be looking at upgrading all the lobby areas to try to get them out of that very dark, staid 1970s pallet and bring it into a more contemporary, lively environment. We will take some cues from what John has done on the other floors and try to be a little bit consistent as we go.*

*So what we will end up doing, as you will see on the other floors as well, we will break into this staff common room on either side so this department, which is office administration, and the clothing and textiles can break into those staff rooms and they will share those as a common element. You can see that we have again looked at putting the reception, the team leaders and the teachers and resource rooms down in the front of house and in these instances what we are trying to do is, there is a large display cabinet with clothing and textiles which we are pulling out into the lobby and so that there is a focal point when you come out of the lift and it gives that department a little bit more identity.*



*Up through the main bulk of the department we are going to really just rejig their existing layouts of their sewing machines and cutting tables and making a whole series of pods up between the columns so that they sit their with six work stations. Trying to get the storage in a more logical manner than they are using at the moment to bring it away from these external glazed walls and bring them into the back area which are a lot more unattractive and trying to pull it out so you can maximise your views out around the existing facade.*

*In this particular instance, because of the nature of the department, we have tried to keep it as much of an open-plan area as we can so there are good sight lines from the staff and reception area, where they can look right back through into the departments. We have some fitting rooms down here, again at the front of the front of house, because they do have times when they sell their garments and take on commissions and so that can be the fitting area for that area.*

*On the office administration side, I think Shane alluded to it when we were down there where again, taking that front-of-house scenario, creating a reception, the team leaders and the resource room and they have got a few more staff than some, say in this department, so we have got a larger staff area there. Around the perimeter, certainly along this top level, we have put in some general learning areas ... which will allow it to be an open plan, sort of flexible space, through the main bulk of the department.*

*This department has some interesting security aspects, if you like, and one of the things is they have a model office, if you like, in their training techniques so we have created that situation there and put the security node right through there so the department is separate from the front of house.*

*Level 4, we have the managing and accounting department through here and information and technology department through here. I will deal with information and technology first. Again Shane alluded to it on site. This is one of the departments where the main administration hub is right back here in the very back side of the department, so we will pick that up and move it again up to the front of the department, again linking it with this common staff room with the management and accounting department and then pick up an IT software laboratory and place it back there.*

*There is very little other intervention with the existing walls in that area and finishes so it is basically being kept as it is, except again for this front of house. One thing I will mention that in each area there is a student common area which can be used by anybody they like and so we have again located those in fairly strategic positions so they are again up front of house. The office and administration, again there is very little intervention in the existing wall structure there other than the front of house which is being upgraded. Upgrade the lift lobby and the entry stair and we will be looking at upgrading the access facilities for people with disabilities because at the moment there are no adequate toilets on those upper levels.*

*You might notice that this is the only area where we have kept a tiered seating lecture theatre because it is the only one in the building. It is being kept there because it sometimes has outside use for projection facilities, et cetera.*

*This is the top floor, which is electrical engineering. They basically take up the whole top floor. Again, front of house reconfiguration and, as Shane alluded to down on site, the existing plant rooms are up in this area outside on the roof ... We have some extra space here which we have been able to knock out the wall here and reconfigure these laboratories, motor rooms and the general learning area to give it a lot better space and a lot more useable space in that top floor.*

*The only other intervention here is the moving of some walls there to better rationalise their laboratories, the way they are using those at the moment. The rest of them, these GLAs and the drafting room, are basically being kept as they are at this stage.*

### **Control of energy usage**

The Committee questioned the witnesses as to what, if any, mechanisms were in place to control energy usage, particularly in respect of air-conditioning. The Major Works Coordinator (Facilities) TAFE Tasmania, Mr Shane Hickey responded:

*... that is the floor by floor system we are going to ... they are all on controls and even the new TAFE Service area now is on optimised control. There is no pre-heat setting so you walk in and there is an optimiser that picks up the fact that there is somebody in that area and the heating will turn on and consequently run for an hour and a half and shut back off again if that room is not in use. There are quite a lot of energy controls being put in, a back-up around the mechanical. You will probably notice in the costings there that a quite substantial amount of funding is actually going to*

*mechanical controls throughout the building because the building is pretty tired and has to be brought up to speed and has to be made more efficient as well.*

*To that end we had a performance contract given by Honeywell who actually came in to work on the building to get the system up and to make it more economical so that we can conserve energy*

### **Utilisation of buildings**

The Committee questioned the witnesses regarding the use of the various TAFE Tasmania buildings within the Hobart city area. Mr Hickey briefed the Committee as follows:

*The main city campus at the moment is the one we were walking through today, 75 (Campbell Street). We have 26 (Bathurst Street), and as you have probably heard, we have moved automotive out of 26, we have moved engineering but we have back-filled it with some people, an AMES program. We are tending to use that building now because we are hoping to redevelop our Clarence campus in the future as a decanting area and also as part of our project as well and it is proposed in the future that portions of that building may be sold off if they are no longer required by us, therein to reduce our energy and recurrent costs - cleaning, maintenance and that sort of thing.*

*The Domain campus, we are actually trying to relocate from. We have actually emptied the Domain but we have a caretaker role there with our call centre. There is a small body of people there maintaining that building so it acts as a caretaker watchdog, if you like. Most of the other buildings around there we are slowly trying to get out of. Our pottery, we have relocated to Clarence, our electrical engineers will come out of the old electrical engineering building and relocate up here on the fifth floor. There again there's the electrical and electrical engineering, so it's going to have a two-fold thing, we'll be able to release a building but also there will be a flow-on effect with the training. The electricians can then flow on from the trade area, if you like, on to more the paraprofessional stream of things in the electrical engineering. So it will be a bringing back of the two sites, there'll be a better usage of material and plant which they will be bringing over with them.*

*Eventually, the main plan is to transfer our laboratories from the Domain campus then back to Clarence. So at the end of*

*the day, I think, where we will actually walk away from the Domain site and basically just have two buildings left there.*

The General Manager (Development), TAFE Tasmania, Mr Paul Murphy added:

*We have a pretty strong focus on trying to maximise the utilisation relative to the space we have got. One of the measures that is used is the number of square metres per student enrolment and we are anxious to try and ensure that we get ourselves to a level where we don't have a lot of under-utilised space. A couple of years ago we had a sense, and indeed I may well have spoken the last time I was here about this, that we would have been able to concentrate most of our Hobart deliveries at the Clarence campus and at 75 Campbell Street and we had an aspiration at the time to reduce the usage we were making of the 26 Bathurst Street building and 99 Bathurst Street building and the Domain buildings, as well as a few other annexes we have dotted around the city.*

*At the time we had a sense we could do that because the level of training in the workplace was increasing quite significantly and we thought that the level of training in the workplace would be sufficient as to make it less necessary for us to have access to quite so much in the way of more traditional learning space.*

*We were correct in the first regard. There has been a very significant increase in the amount of workplace training. Something like 15 per cent of our students now have some component of their training actually delivered at their place of employment. But we have also experienced, or perhaps driven, a considerable level of growth in the provision of vocation education and training over the last three years and essentially what has happened to us is that our rate of growth has tended to absorb quite a lot of the space that we have created as a result of increased workplace training. Consequently we are starting to find now in our planning that our capacity to move away totally from the 26 Bathurst Street building was over-optimistic and we are now having to revisit some of our long term planning in terms of the utilisation we make of 26 Bathurst Street.*

### ***Timing of construction phase***

The Committee questioned the witnesses regarding the timing of the construction phase for the project. Mr Grimsdale responded:

*... they will need to decant departments so they can stay in occupancy of the building. Obviously it would be nice to go in there and do everything at once but there would be a heck of an imposition to the people using the building. Building works are noisy and dirty and what have you, so we are trying to limit it as much as we can and I think it is to do with some funding ...*

Mr Hickey added:

*That's right, to meet our cash flows. It works all right, it flows in better with that so rather than hit at all and try and bring money forward we can fit in with our costings. The main reason is the building really can't sustain too much activity at once. Noise is a big problem while running existing classes and we have to decant and there will actually be a lot of work being done around people, so we will have to set up decanting areas, move program areas out and still try to run classes. Fix up the front house, if you like, move them back and take some classrooms off, refurbish them, move them back and forward a bit so there is going to be some disruption. We don't have the luxury of another building to put everyone in, set them up and bring them all back again plus it is cost prohibitive. We have looked at a lot of staging of the building and that's why it is in those segmental stages to accommodate the floor by floor process. Logistically, just to get the materials into a multi-storey building, if you had three floors operating you would have a traffic jam just getting plaster sheets, mechanical equipment, things like that, in there and contractors working over the top of each other so it is preferable to do it this way to limit the impact of the building and it works in better with their cash flow.*

### **Project funding**

The Committee questioned the witnesses as to the extent of the risk of there being insufficient funds for the project as a result of changes in the ANTA funding policy which may require the need to dispose of assets to fund the project. Mr Hickey responded:

*... basically what that section of the document refers to is a risk assessment. If for some reason funding was pulled out on it, that we would have another opportunity to look elsewhere for funds but as Mr Hansen will probably tell you in a minute, we don't see that as a big risk and we've just nominated it as part of the risk assessment; should it happen we have a contingency plan*

The Manager (Facilities), TAFE Tasmania, Mr Jack Hansen added:

*we are confident the ANTA funding will remain, in fact the project itself has been included and approved by ANTA - a program until the year 2004. So with that in mind we are confident that the risk is very, very low. It would probably take a major change in Federal funding or whatever that would affect the building but at this stage it has been approved by ANTA to be continued until the end of phase 2*

## **CONCLUSION AND RECOMMENDATION**

The evidence presented to the Committee demonstrated the need for the second phase of the redevelopment of the TAFE Tasmania Tasman Complex to proceed.

The redevelopment will optimise floor area utilisation and functional effectiveness for the delivery of TAFE training and, in addition, will provide an attractive and comfortable working environment.

Accordingly, the Committee recommends the project, in accordance with the plans and specifications submitted, at an estimated total cost of \$8,250,000.

**Parliament House  
HOBART  
15 August 2001**

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