

Note: this document is an amended version of the Final ITN issued in September 2002. Clarifications agreed with Bidders up to 4 February 2003 are included using Word's Track Changes facility.

To reduce the size of the document for schools Appendices B6-B12 and Addendum B1 have been omitted from this printed version. Schools that wish to see the full document can find it on the Internet at: www.esinet.norfolk.gov.uk/pfi

DISCLAIMER, CONFIDENTIALITY AND RELATED MATTERS

This Invitation to Negotiate (ITN) has been prepared by Norfolk County Council (the Authority) for the purpose of providing a negotiation procedure for bidders selected to tender for this project under the UK Governments Private Finance Initiative (PFI). The Authority will evaluate ITN responses and by means of systematic and competitive negotiation select a successful bidder to enter into a contractual relationship with the Authority for the provision of the required services.

Bidders have already provided certificates of non-collusion, canvassing and confidentiality. Bidders are required to keep confidential the information contained in this document and any further information supplied on request. The ITN may be made available to employees of bidders and advisors engaged in the assessment of the information provided and preparing the responses required by the Authority. The ITN shall not, either in whole or in part, be copied, reproduced, distributed or otherwise made available to any other party in any circumstances without the prior written consent of the Authority nor may it be used for any other purpose than that for which it was intended.

The Authority, its directors, officers, members, employees, staff and advisors do not:

- make any representation or warranty (express or implied) as to the accuracy, reasonableness or completeness of the ITN. Bidders considering entering into contractual relationships with the Authority following receipt of this ITN and any subsequent information, should make their own independent assessment of the Authority and its requirements for services associated with this project and should seek their own professional advice;
- accept any responsibility for the information contained in this Invitation to Negotiate or for its fairness, accuracy or completeness. Nor shall they be liable for any loss or damage (other than in respect of fraudulent misrepresentation) arising as a result of reliance on such information or any subsequent communication.

The Authority has a clear objective to deliver a successful PFI contract. The Authority reserves the right to change or withdraw from the bid process.

NORFOLK SCHOOLS PFI PROJECT

EVALUATION MANUAL FOR SCHOOLS

CONTENTS

	Page
Foreword	2
Checklist for Governors	3
Conflicts of Interest	4
Responsibility for Evaluation	5
Choosing the Evaluation Committee	5
Constituting the Evaluation Committee	5
Arrangements for Training the Evaluation Committee	6
Outline Programme for Evaluation Training	7
Presentations by Bidders	8
Conducting the Evaluation	8
Reference and Variant Bids	9
Evaluation Criteria for Schools	11
Schools Marking Model	20

FOREWORD

The Norfolk Schools PFI Project is an ambitious scheme to improve the quality of educational accommodation across a significant area of Norfolk. Norfolk LEA has always believed that schools should be closely involved with building projects and experience from previous PFI project reinforces the message that there are clear benefits from involving schools at an early stage.

The LEA has therefore agreed it is right that schools should have a direct input to the evaluation of the overall project. However, this has not normally been the case in previous grouped schools PFI projects. A major reason for this is the difficulty of ensuring a consistent approach to the evaluation by a large number of schools.

It should be recognised that these projects are major commercial ventures. In our particular project each of the 2 competing bidders is likely to have invested over £1 million in producing their initial bids and one of these bidders will not be successful. There is a potential risk of the losing bidder seeking to recover their losses by challenging the LEA on the grounds that the selection process was not fair. The LEA sought a legal opinion from Leading Counsel in December 2002 on ways to minimise this risk. Part of Counsel's advice was that the LEA should help schools to evaluate the bids in as consistent a fashion as possible. It is for this reason that we are requiring all schools to undertake training and to confirm that they have followed appropriate procedures in the evaluation.

This evaluation manual includes all advice already issued in recent letters, i.e.

MRa113 school evaluations¹ - 6/11/02;
MRa115 school evaluations² - 15/11/02;
MRa118 school evaluations³ - 6/12/02;
MRa123 school evaluations⁴ - 17/01/03; and
MRa129 Bidder consortia - 12/02/03.

In a few instances additional information has been included in this manual to clarify or amplify the guidance issued previously. **Any such information is shaded.**

EVALUATION PROCEDURE CHECKLIST FOR SCHOOLS**NAME OF SCHOOL** _____

1	Governors received School Evaluation Manual	
2	School received two copies of the Invitation to Negotiate (ITN)	
3	Governors and any non-governors proposed to be on the Evaluation Committee have declared any interests	
4	Full Governing Body determined the Terms of Reference of the Evaluation Committee	
5	Full Governing Body appointed the Evaluation Committee	
6	Training undertaken by at least one member of the Evaluation Committee	
7	School received three copies of each Bidders submission	
8	Evaluation Committee carried out the evaluation according to the procedures and guidelines provided	
9	Evaluation Committee considered whether to comment on any Variant Bids	
10	Evaluation Committee reported their conclusions to the Governing Body (or, depending on original Terms of Reference, Governing Body approved recommendations of Evaluation Committee)	
11	Evaluation sheets returned to LEA	
Signature of Chair of Governors		
Date		

Please return this completed form together with your evaluation sheets to:

Sharon Stone,
Room 117
County Hall,
Martineau Lane,
Norwich.
NR1 2DL

Conflicts of Interest

No member of the Evaluation Committee should have a conflict of interest relating to the PFI project. Similarly any member of the governing body with a conflict of interest should withdraw from any discussion or voting associated with the PFI project.

Governors and/or members of the Evaluation Committee who have shareholdings in the companies involved (including known sub-contractors) or who are employed by the same must withdraw and not vote.

In addition to being a shareholder a conflict of interest could arise from being a director, partner or employee of one of the companies involved in bidding for the PFI contract or through living with persons who themselves have such an interest. Again in such a situation a Governor or Committee member should withdraw from the evaluation panel and not participate in any discussions or vote about the PFI project.

If you would like to discuss whether any association would constitute a conflict of interest please contact Pam Cary at Norfolk County Council Legal Services (tel. 01603 222943; email pam.cary.cex@norfolk.gov.uk).

A full list of the companies involved in the PFI project from each bidder is as follows:

Type of work	Alpha Schools	Jarvis
<i>Negotiating contract</i>		
Managing project	awg Project Investments	Jarvis Projects
Group holding company	awg plc	Jarvis plc
Arranging funding	Noble	Depfa Bank
Legal advisers	Herbert Smith	Addleshaw Booth
Financial advisers	Noble	David Wylde
<i>Design & construction</i>		
Construction	May Gurney Morrison Construction	RG Carter Group Jarvis Construction
Architects	Capita Design	Feilden & Mawson, ACP, LSI, Charter Partnership
Planning and costing advice	Cyril Sweett	Carpenters, Gleeds, TLP
Mechanical and engineering (M&E) services	Dodd Group	Operon
M&E and structural engineering consultants	Mott MacDonald	White Young Green, CP Chick and Partners
<i>Ongoing services</i>		
Service provision	Citycare awg Facilities Services	Jarvis Workspace FM, Ecotricity, Norfolk County Services, Norfolk Environmental Waste Services
ICT	Nord Anglia, Onyx Projects	Agilysis

Responsibility for Evaluation

The responsibility for evaluation lies with the full governing body; but governors can delegate that responsibility to a Committee formed for that specific purpose. The resolution of the full governing body to delegate must specify the terms of the delegation. In particular it should include:

- 1) The membership of the Committee (all members must be over 18).
- 2) Whether any non-governors appointed to the Committee may vote.
- 3) Whether the Committee has the authority to finalise the marks themselves or whether these need to be approved by the full governing body.

Choosing the Evaluation Committee

Size

The Evaluation Committee will need to look in considerable detail at proposals and then come to a consensus judgement about how good these are. This tends to become more difficult with a large team. Evaluation Committees should normally be between 3 and 6 people.

Expertise

The Committee should ideally include a range of different expertise, e.g. knowledge of:

- the existing school buildings
- curriculum needs
- wider community needs
- health & safety

Representation

The governors may wish the Evaluation Committee to include representatives from the different elements making up the full governing body. Some schools may also wish to include other representatives, e.g. pupils (provided that they are over 18) or members of the local community, particularly where such representatives also have useful expertise. There is a general restriction on appointment to committees of non-governors that the majority of members of all committees must be governors. The requirement for governors to be in a majority applies not just to the composition of the committee as a whole, but also to all meetings of the committee *and voting may not take place unless there is a majority of governors present.*

Constituting the Evaluation Committee

It is the full governing body's duty to see that the Evaluation Committee are suitably knowledgeable and qualified and that the procedures have been carried out in accordance with the guidelines that have been issued.

Possible Terms of Reference for an Evaluation Committee

Each Governing Body is expected to establish a Committee with delegated powers to evaluate the PFI bids for its school. The establishment of the Committee and its terms of reference should be formally minuted. Some possible terms of reference that could be agreed are as follows:

Title	PFI Evaluation Committee
Membership	<ul style="list-style-type: none"> ❖ The Committee shall consist of _____ members (suggest between 3 and 6) ❖ The Headteacher may attend meetings, but may not vote unless appointed as a Committee member ❖ Any members of the Committee that are not governors shall have / not have voting rights ❖ The Committee shall elect its own chair and vice-chair, who must be Governors
Quorum	<ul style="list-style-type: none"> ❖ The quorum shall be _ (usually about two-thirds of the Committee) ❖ Some work may be carried out by sub-groups or individually ❖ Decisions shall only be taken at a Committee meeting that is both quorate and where a majority of members present are governors
Meetings	<ul style="list-style-type: none"> ❖ The Committee shall organise its own schedule of work ❖ Seven days notice shall be given of all Committee meetings ❖ Minutes of such meetings shall be maintained ❖ The Committee shall work within the time scale set by the LEA for the completion of the evaluation
Terms of Reference	<ul style="list-style-type: none"> ❖ Read and evaluate the PFI bids specific to this school ❖ Use the evaluation process described by the LEA in its communications to schools and in its training programme ❖ Produce evaluation marks for each of the bids ❖ Report the outcomes of the evaluation to the full governing body (<i>Resolution of governing body to set up Committee will state whether Committee has delegated power to finalise evaluation marks; if so this report is for information only</i>) ❖ Send the results of the evaluation to the LEA

Arrangements for Training Evaluation Committee

A summary of arrangements is given below. Alternative arrangements may be made for schools where a representative of the Evaluation Committee is unable to attend one of these sessions. Where no representative from a school's Evaluation Committee has attended a training session any evaluation marks produced by that school will not be counted towards the overall evaluation.

Training Sessions

Burrage Centre, Gorleston	4 March 10.00 - 12.00, 14.00 - 16.00 or 18.00 - 20.00
Neatherd High School	5 March 14.00 - 16.00 or 18.00 - 20.00

Attendees

At least one representative from each school's Evaluation Committee
Payment for supply cover will be available

Trainers

Ralph Masterson, Jonathan Towns, Matthew Rathbone and George Roberts

Information to be provided at or prior to the evaluation training

- Hard copy of Invitation to Negotiate (two copies will be provided to each school)
- This evaluation manual summarising advice already sent to schools
- Example school pack extracts (disguised in order not to relate to a real school)

Outline Programme for Evaluation Training

INTRODUCTION

Philosophy	Participation of all stake holders – refer to experience of other PFI projects
Commercial Scenario	Size of sums involved Commercial confidentiality Most economically advantageous tender and affordability Potential legal pitfalls
Evaluation Groups	Project Board Consultative Group LEA teams (Design, Services, Staffing, Financial, Legal) Schools
Schools	Areas of evaluation Percentage of marks

SELECTION OF EVALUATION COMMITTEE

Conflict Of Interest	New guidance
Responsibility	Full Governors Delegation Reporting back
Qualifications	Knowledge, e.g. of existing school, curriculum or Health and Safety Community links Experience and/or training (in evaluation) No interests in bidding companies
Representation	All elements of Governing Body Co-option (particular expertise, community, other stakeholders) Governors must be in majority Chair must be a Governor Head teacher may attend, but only vote if a Committee member
Size of Committee	Manageable number – normally between 3 and 6

METHODOLOGY

Team Working	Individual preparation Group work Clarification process
Record Keeping	How and Why Creating an audit trail Use of Bidders oral statements at presentation Referring to ITN & School Vision
Allocating Marks	Break down of marks Quality and Information Uncertainty – seeking clarifications
Reporting / Feedback	Governing Body Parents/Staff
Time-scale	Receipt of Bids - distribute information to Committee by 3/3/03 Representative from Committee to undertake training Detailed evaluation - individual and group work Reporting to Governors by 31/3/03 Return Evaluation to LEA by 7/04/03 with completed checklist.

Presentations by Bidders

The Bidders will both offer a formal presentation of their proposals to each school. These presentations should not disclose any information additional to the written bid. If schools are relying on any information given verbally, e.g. as a clarification of the written bid, this should be made clear on the evaluation marksheet. The LEA can then obtain written confirmation of the appropriate point from the relevant Bidder.

Conducting the evaluation

Each Evaluation Committee will need to agree how they will conduct the evaluation. Issues to consider include:

Individual or group evaluation

At one extreme a Committee could allocate marks individually and just average them to arrive at a final result. At the other all work could be done as a group. In most cases some mixture of these methods would be expected. For instance Committee members could read through bids individually and identify good and bad points and areas for clarification. The full group could then meet to agree a set of marks.

Keeping records

It is important that a record is kept of how a decision is arrived at by the Committee. This will ensure that any questions in the future about the evaluation process can be answered. An annotated copy of the bid document would be an appropriate record. The use of colour highlighter pens to show agreed good and bad points in each bid document would often be quicker and easier than writing comments. The section on *Allocating evaluation marks* below refers to the need to note any requirements for clarification on the evaluation marksheet returned to the LEA.

Providing feedback

Evaluation Committees may wish to summarise the bids and the intended evaluation process to interested parties before the marking process starts. This will give an opportunity to take account of any comments prior to the evaluation. In most schools it will be appropriate to give general feedback to interested parties on the evaluation results. Feedback should include the caution that the school's preferred bid will not necessarily be the bid that is ultimately chosen. Once the evaluation has been completed schools should consider the possible scope for including favoured elements of each bid in the proposals of the other bidder.

Allocating Evaluation Marks

The attached spreadsheet, "Summary Marking Sheet", shows the evaluation criteria relevant to schools. These are the same criteria that are shown in expanded form on the 'marking model', but only the basic criteria are shown. For each criterion there are marks available for "Information" and for "Quality". In all cases marks should be allocated out of 10, although weightings attached to different criteria mean that some have more impact on the overall score than others.

Schools may complete and return the electronic version of the evaluation criteria (copy sent with this Manual; also on the website at www.esinet.norfolk.gov.uk/pfi). Schools will not then need to multiply marks by weightings factors or total the marks.

The marks for Information should be allocated as follows:

0	No relevant information or solution entirely unsatisfactory.
1-3	Little relevant information; or proposals do not meet the school's basic needs; or proposals do not appear to be deliverable.
4-6	Proposals are deliverable and meet basic needs.
7-9	Proposals are deliverable, meet all basic school needs and meet some wider needs of school and its local community.
10	Proposals are deliverable and meet all needs of the school and its local community.

In most cases the mark for Quality should be identical to that for Information. A different mark would only be appropriate where the Evaluation Committee were unsure whether information included in the bid is relevant or not. In such a case the mark for Information should reflect the Committee's best assumption as to the meaning of the information provided and the mark for Quality should be higher or lower to reflect what the mark for Information would have been if the Committee's assumption were wrong.

In all cases where there is a difference between the marks for Information and Quality the Evaluation Committee should state what information in the bid is ambiguous. A space for this purpose is on the Summary Marking Sheet. This will allow the LEA to obtain a clarification from the Bidder and adjust marks if necessary. Schools will be given feedback on all clarification issues.

As a rough estimate the evaluation of each of the two bids may be expected to take around 10-15 hours for each member of the Evaluation Committee. This would include both individual reading by Committee members and the group discussions to agree the allocation of marks. Time spent on the evaluation will tend to at the higher end of this range for larger schools.

Reference and Variant Bids

Each Bidder will provide a 'school pack' to each school including bid information relevant to that school. The bulk of the school pack will consist of the Reference Bid, i.e. proposals made in direct response to the Invitation to Negotiate (ITN) sent to each Bidder. However, school packs may also include information about a Variant Bid, i.e. possible amendments to the bid directly responding to the ITN.

A Variant Bid could be made for 3 reasons:

- ❖ proposed reductions in the reference bid to make the project affordable;
- ❖ proposed improvements in the reference bid if more funding becomes available; or
- ❖ changes to the reference bid, which are firm proposals irrespective of the funding situation. An example of this might be siting a self-funding nursery unit at a school.

The evaluation of proposals by each school should **only** be carried out on the Reference Bid and not any Variant Bid. The reason for this is that the Reference Bids are both compiled against the same criteria and are thus comparable at school level. However, the total cost of a Reference Bid will not necessarily match the total funding available to the LEA. If this were the case adjustments would be made to the bid concerned to bring the cost into line.

However, until bids received have been fully considered it will not be possible to say whether any changes would be made at a particular school. Many of the possible changes in a Variant Bid will not directly affect individual schools, e.g. alterations in the extent to which particular risks are transferred to a Bidder. Therefore schools should evaluate only the Reference Bids. If changes do need to be made at an individual school to take account of a Variant Bid the evaluation marking to take account of this will be done by the LEA. In all such cases, before finalising evaluation marks, the LEA would consult with the schools affected on the proposed adjustment to the evaluation marks.

When schools return their evaluation marks they may wish to consider attaching some comments on any Variant Bids included for their school. These would not directly affect the evaluation, but would be taken into account in the decision about which Variant Bids should be taken up.

From the above it should be clear that schools will not necessarily know the final proposals for their school when bids are received. It is important to note that schools are only being asked at this stage to help choose the successful bidder. At the point that schools are asked whether they wish to sign up (a decision on this will not be required before the end of the Summer term) they will know whether any Variant proposals would be included in the final project.

Evaluation Criteria for Schools

Summary Marking Sheet

School Name _____

Bidder _____

Line Ref. No.	Criteria	Weight	Total	Information		Quality		Total	Query raised on information (completion required in all cases where mark for Quality is different from that for Information)
			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
	School Capacity Requirements								
7	Proposals to incorporate flexibility on changing school numbers	4	80		0		0	0	
	School Accommodation Objectives								
9	Overall proposals to ensure successful delivery of curriculum	4	80		0		0	0	
12	Specific proposals for teaching space provision	2	40		0		0	0	
13	Specific proposals for non-teaching space provision e.g. sanitary & medical areas	2	40		0		0	0	
14	Specific proposals for administrative accommodation provision	2	40		0		0	0	
15	Specific proposals for community facilities provision	2	40		0		0	0	
16	Specific proposals for external space provision	2	40		0		0	0	
	Consortium Management Structure								
7	Partnering approach with schools	4	80		0		0	0	
8	Securing support of stakeholders	4	80		0		0	0	

Construction Plan								
9	- detailed construction programme	4	80		0		0	0
10	- construction phasing	4	80		0		0	0
11	- deliverability of proposals	4	80		0		0	0
12	- schools / LEA liaison	2	40		0		0	0
13	- handover provision / commissioning proposals	2	40		0		0	0
Transition Management Plan								
14	- decant proposals	2	40		0		0	0
15	- environment protection	2	40		0		0	0
16	- health & safety / security	2	40		0		0	0
17	- nuisance & aesthetics	2	40		0		0	0

Contract Operations Plan								
20	- school / SPV interfaces	2	40		0		0	0
23	- change management plan	2	40		0		0	0
24	- environment protection	2	40		0		0	0
25	- nuisance & aesthetics	2	40		0		0	0
Life Cycle Maintenance Plan								
26	- performance quality plan	2	40		0		0	0
27	- performance standard proposals	2	40		0		0	0
Facilities Management								
1	Performance Quality Plan	4	80		0		0	0
2	Customer Care & Communication with Schools / Authority and Provision of Monitoring Information	4	80		0		0	0
3	Health and Safety Management Proposals and Procedures	4	80		0		0	0
6	Response Maintenance Plan	4	80		0		0	0
7	Major Works Management Plan	4	80		0		0	0
8	Emergency Call Out Procedures	4	80		0		0	0
9	Quality Audit of Sub Contractors	4	80		0		0	0

Overall Service Provision								
1	- proposed staffing arrangements to assure ongoing service delivery	6	120		0		0	0
2	- proposed contractual arrangements to assure ongoing service delivery	6	120		0		0	0
3	- proposed recruitment & retention strategy for staffing	6	120		0		0	0
4	- staff development & training proposals	6	120		0		0	0
Cleaning & Waste Management								
5	- overall service proposals to meet required outcome	3	60		0		0	0
6	- response service	3	60		0		0	0
7	- provision of consumables	3	60		0		0	0
8	- service standards - internal / external	3	60		0		0	0
9	- environmental policy	3	60		0		0	0
10	- waste disposal, recycling, operations & initiatives	3	60		0		0	0

11	- projecting school image	3	60		0		0	0	
Security & Health & Safety									
12	- overall proposals to establish & maintain safe & secure school environment	3	60		0		0	0	
13	- security proposals during construction & operational periods	3	60		0		0	0	
14	- consultation procedures to achieve service outputs	3	60		0		0	0	
15	- consultation & liaison proposals with schools	3	60		0		0	0	
16	- staff vetting & training proposals	3	60		0		0	0	
17	- risk assessment procedures	3	60		0		0	0	
18	- traffic management plan	3	60		0		0	0	
Building, Installations & Asset Maintenance									
19	- asset management plan proposals	3	60		0		0	0	
20	- proposals to maintain standards throughout contract period	3	60		0		0	0	
21	- hand over standard at completion	3	60		0		0	0	

Grounds Maintenance								
22	- overall service proposals to meet required outcome	3	60		0		0	0
23	- landscaping & arboricultural policy	3	60		0		0	0
Energy & Utilities Management								
24	- energy management & incentivisation policies	3	60		0		0	0
25	- site utility management policy and arrangements with suppliers	3	60		0		0	0
26	- emergency / back-up policy	3	60		0		0	0
Caretaking / Site Supervisory Services								
27	- proposals to meet service requirement	3	60		0		0	0
28	- school liaison proposals	3	60		0		0	0
Furniture & Equipment								
29	- design standards for new fixed furniture	3	60		0		0	0

Facilitate effective and efficient management								
4	- layout of school site	4	80		0		0	0
5	- layout of school buildings	4	80		0		0	0
6	- layout of grounds	2	40		0		0	0
Aid employment of a full range of teaching & learning styles								
7	- use of internal areas	4	80		0		0	0
8	- use of external areas	2	40		0		0	0
9	- balance of risk with quality of learning	2	40		0		0	0
Contribution to higher morale of users								
10	- appropriateness for age group	4	80		0		0	0
11	- quality of specification	4	80		0		0	0
12	- welcoming to all users	4	80		0		0	0
Equality of access								
14	- ease of accessibility for all users	4	80		0		0	0

Maximise potential of the site								
15	- use of land	4	80		0		0	0
16	- features of interest	2	40		0		0	0
Sustainable to build and operate								
17	- design proposals	10	200		0		0	0
18	- monitoring proposals	6	120		0		0	0
Demonstrate Best Value								
20	- balance between different uses	2	40		0		0	0
21	- protection against damage	2	40		0		0	0
Accommodate changing needs								
22	- allow future extensions	2	40		0		0	0
23	- ease of future internal changes	6	120		0		0	0
24	- enable incorporation of future technology	2	40		0		0	0

Provide comfortable and flexible environment									
25	- environmental standards	4	80		0		0	0	
26	- control by users	4	80		0		0	0	
Total Score		5340			0		0	0	
Percentage of Maximum Scored								0.0%	
No of zeros					0		0		
No of 1 to 3					0		0		
No of 4 to 6					0		0		
No of 7 to 9					0		0		
No of 10					0		0		
Evaluation Committee undertaking marking					Date:				
Name:									
Name:									
Name:									
Name:									
Name:									
Name:									
Name:									
Name:									

SCHOOLS MARKING MODEL

	Description	Notes	ITN X-Ref	Score
	PROJECT OBJECTIVES			
	School Capacity Requirements			
7	Proposals to incorporate flexibility on changing school numbers	<ul style="list-style-type: none"> ◆ Overall approach to catering for change in demand. ◆ Specific proposals for school and how much change they can cover. ◆ How these issues can be dealt with in existing schools and how they are catered for in new design. 	B2.2.2 Appendix B2 section 8	80
	School Accommodation Requirements			
9	Overall proposals to ensure successful delivery of curriculum	<ul style="list-style-type: none"> ◆ Is there sufficiency of accommodation? ◆ How are the accommodation proposals linked to design, flexibility etc? ◆ How do they help or hinder delivery? ◆ Mark on the degree of detail and relevance 	B2.2.2 Appendix B2 Section 2	80
12	Specific proposals for teaching space provision	<ul style="list-style-type: none"> ◆ Look at description of overall approach Do the specific proposals: <ul style="list-style-type: none"> ◆ Improve the delivery of the curriculum ◆ Enable small group as well as class teaching ◆ Provide a context for good behaviour to be encouraged ◆ Provide specialist areas where required ◆ Improve the overall standards of the building 	B2.2.2 Appendix B2 Section 2	40
13	Specific proposals for non-teaching space provision e.g. sanitary & medical areas	<ul style="list-style-type: none"> ◆ Look at general approach ◆ Details of principal changes to existing accommodation and proposals in new accommodation. ◆ Internal traffic flow proposals and linkage of areas and how this will impact on 9) and 12). ◆ Specific proposals and arrangements for storage facilities and their critical location. 	B2.2.2 Appendix B2 Section 1,2,3	40
14	Specific Proposals for administrative accommodation administration	<ul style="list-style-type: none"> ◆ Details of general approach. ◆ Specific proposals for altered and new premises. ◆ Positioning and linkages for internal and external interface. 	B2.2.2 Appendix B2 Section 1	40
15	Specific proposals for community facilities provision	<ul style="list-style-type: none"> ◆ How have bidders embraced community schools concept? ◆ Mark on the scale of proposals and innovation. Has regard been given to: <ul style="list-style-type: none"> ◆ Siting and zoning for ease of access ◆ Integrity of school use? ◆ Avoidance of potential conflicting needs 	B2.2 B2.2.4 Appendix B2 Section 3, 4	40
16	Specific proposals for external space provision	<p>Overall proposals for dealing with open space</p> <p>Look at the Method Statement on “use of Landscapes as a teaching resource” how does this impact on</p> <ul style="list-style-type: none"> ◆ Specific school initiatives on land use to contribute to school usage and role of school in community. ◆ Initiatives re Health and Safety ◆ Traffic Management ◆ Learning through Landscapes? 	B2.2.4 Appendix B2 Section 1, 3, 4, 5	40

	PROJECT MANAGEMENT AND DELIVERY			
	Consortium Management Structure			
7	Partnering approach with schools	Overall proposals to communicate with schools. ♦ How detailed and structured are the proposals? ♦ Are they proactive or reactive? ♦ Are there examples of innovation? ♦ Has regard been given to time management and time constraints?	A3.1 A8.6.1	80
8	Securing support of stakeholders	This covers schools, communities, other parties engaged in school and community work. Mark on: ♦ Structure ♦ The degree of importance attached to this ♦ Details.	A8.6.1 B2.2.3	80
	Construction Plan			
9	Detailed construction plan	Based on completeness and detail. ♦ Is plan balanced and with detail as to why a particular approach is taken? ♦ Does it have robust contingencies? ♦ What is the degree of impact on schools?	B3 12) 13) 3) 4) 5) 6) 7) 8) 9)	80
10	Construction phasing	♦ Time period for construction. ♦ How is it broken down, is it in balance for school areas? ♦ Does it create any problems between schools ♦ Does it create problems with movement of pupils? ♦ Has it been discussed with schools? ♦ Has regard been given to examination timetable in relation to noise and disturbance?	B3 13) B3 Enhanced 9)	80
11	Deliverability of proposals	How well thought out are the proposals? ♦ Are they challenging ♦ Does the degree of detail demonstrate they can be delivered? ♦ Link to management arrangements. ♦ Are there any contingencies should things go wrong?	B3 12) 13)	80
12	Schools/LEA liaison	Have the proposals been the subject of discussion? ♦ What are the proposals for managing this interface? ♦ Does the SPV realise how critical they are? ♦ Will they work?	B2.2.3	40
13	Handover Provision/ Commissioning proposals	Details of lead in times and management arrangements for handover. ♦ Is handover in batches or single schools? ♦ What are the responsibilities for each party? ♦ Details of the qualitative approach to handover and commissioning. ♦ What happens if it fails the test?	B3 13)	40

	Transition Management Plan			
14	Decant proposals	General approach and specific details for providing school accommodation during construction and refurbishment work. <ul style="list-style-type: none"> ◆ Specification of standards and management to be applied. ◆ How will it be done? ◆ Is it effective and for how long will it be used? ◆ What accommodation will be used e.g. mobiles. ◆ Has provision been made for good internal communication from temporary accommodation? 	B3 7) 12) 13)	40
15	Environment Protection	<ul style="list-style-type: none"> ◆ Policies, proposals and application during construction phase. ◆ What are the policies to minimise environmental impact of the proposals? 	B3 12)	40
16	Health & Safety & Security	How will safety and security be delivered and maintained during construction especially where work and school use are coterminous? <ul style="list-style-type: none"> ◆ Overall policy and detailed proposals - has enough thought been given to this? ◆ Are there sufficient resources to ensure it works? ◆ What are the liaison proposals with schools? ◆ Have child protection issues been addressed? 	B3 12)	40
17	Nuisance & Aesthetics	<ul style="list-style-type: none"> ◆ How will issues such as noise, dust and other pollution issues be dealt with ◆ Are they effective? ◆ Has special regard been given to examination periods? 	B3 12) 13)	40
	Contract Operations Plan			
20	School/SPV interfaces	The overall approach to and detail of liaison with schools <ul style="list-style-type: none"> ◆ Is it workable? ◆ Can it be sustained? ◆ Will it give the schools confidence? ◆ How cumbersome/simple/user friendly/time consuming? 	A8.6.4	40
23	Change Management Plan	Change will be ongoing throughout the operational period. <ul style="list-style-type: none"> ◆ How will this be managed? ◆ Are the SPV set up to respond well to change? ◆ Will they be proactive and have their own ideas or just be reactive? 	Appendix B2 Section8	40
24	Environment Protection	Is the method statement clear as to the procedures that will be followed to ensure that: <ul style="list-style-type: none"> ◆ Disruption to the operational requirements of the school will be kept to a minimum? ◆ Is it clear how work in sensitive areas of the school will be arranged? 	Appendix B3 12)	40
25	Nuisance & Aesthetics	<ul style="list-style-type: none"> ◆ How will issues such as noise, dust and other pollution issues be dealt with? ◆ Are they effective? ◆ Has special regard been given to examination periods? 	Appendix B3 12), 13)	40

	Life Cycle Maintenance Plan			
26	Performance Quality Plan	Overall approach to Life Cycle throughout contract. <ul style="list-style-type: none"> ◆ Does it give confidence that the plan is sufficient to ensure services will be delivered to a consistent standard throughout contract? ◆ Does it tail off towards the end of the contract? ◆ Needs to be considered against the proposals in the construction plan. ◆ Is it a high or low risk plan? ◆ Are the life cycle proposals for individual building elements clear? 	A8.6.4 AppendixB3 11)	40
27	Performance Standards Proposals	<ul style="list-style-type: none"> ◆ Are there details for measuring the standards that are workable and easily understood? ◆ What are the procedures for monitoring and reporting? 	B4	40
	FACILITIES MANAGEMENT			
1	Performance Quality Plan	<ul style="list-style-type: none"> ◆ Strategy and detailed proposals for delivering the overall FM services. ◆ How detailed is it and does it link to each part of FM provision? 	A8.6.4	80
2	Customer Care and communication with Schools/Authority and provision of monitoring information	<ul style="list-style-type: none"> ◆ The interface with schools, the approach and level of detail for providing FM services. ◆ Are Customer Care policies proactive and sufficient? ◆ Do they provide the right emphasis in recognising the key role of schools and the need for good accommodation and services? ◆ Is monitoring information readily and regularly available and in a structured form? 	A8.6.1	80
3	Health & Safety management proposals and procedures	Overall H&S policies and procedures. <ul style="list-style-type: none"> ◆ Is there sufficient detail? ◆ Do they cover all activities, e.g. training, risk assessment and COSHH assessments? ◆ Recognise the correct role of each party? ◆ How will they be updated? ◆ How will schools and LEA be involved? ◆ What are the monitoring proposals? ◆ Do the overall proposals ensure a secure and safe environment? 	Appendix B3 12)	80
6	Response Maintenance Plan	<ul style="list-style-type: none"> ◆ How are call outs managed, resourced and structured? ◆ How does it interface with the other plans? ◆ How does it fit with the use of labour, sub contracting and flexibility? 	B4	80
7	Major Works Management Plan	During the operational period major works will be required e.g. life cycle replacement or major change requirement. Is there sufficient level of detail on: <ul style="list-style-type: none"> ◆ Mobilisation ◆ Consultation and liaison ◆ Programme and handover ◆ Limitation of nuisance. 	Appendix B3 13)	80
8	Emergency Call Out Procedures	Assume 24-hour cover is required. <ul style="list-style-type: none"> ◆ Is it a call centre? ◆ Is it set up for this specific project? ◆ Are the procedures in sufficient detail ◆ Are they workable and clear? ◆ How will monitoring be done and reported? ◆ Are response times clear and acceptable? 	B4 B2.8	80
9	Quality Audit of Sub Contractors	Assume in each case the use of sub contractors. The contract is with the SPV but it will depend on the quality and performance of sub-contractors. Are the details clear and sufficient on: <ul style="list-style-type: none"> ◆ Management ◆ Vetting ◆ Monitoring performance? 	A8.6.4	80

	SERVICE PROVISION			
	Overall Service Provision			
1	Proposed staffing arrangements to assure ongoing service delivery	<p>Taking the totality of service provision require:</p> <ul style="list-style-type: none"> ◆ The detailed staffing structure ◆ Description of how services will be delivered. ◆ Details of management arrangements and interface with schools/LEA. ◆ Look for innovative approach. ◆ Is there sufficient staffing and strength in depth? 	A8.6.4 B2.2.6	120
2	Proposed contractual arrangements to assure ongoing service delivery	<p>Assume not all services are provided by direct labour.</p> <ul style="list-style-type: none"> ◆ How many contractors are there? ◆ How are they managed, appointed, monitored? ◆ Is it structured? ◆ Are there too many sub-contractors? 	A8.6.2 A8.6.4 B2.2.8	120
3	Proposed recruitment & retention policy for staffing	<p>Fundamental issues about terms and conditions for transferring staff and the terms and conditions for new staff.</p> <ul style="list-style-type: none"> ◆ Are they the same? ◆ Are there areas of conflict? ◆ Is it well thought out and likely to attract and retain staff? ◆ Does it give comfort they can deliver services throughout the contract? ◆ Do they have contingencies if things go wrong? 	A8.6.4 B2.2.8	120
4	Staff development & training proposals	<p>Aligned to above point does the SPV have a detailed statement of proposals demonstrating:</p> <ul style="list-style-type: none"> ◆ Training and Development policy for all staff? ◆ Levels of competency and ability expected of the work-force? ◆ How the programme could improve the service over time? 	A8.6.4 B2.2.8	120

	Cleaning & Waste Management			
5	Overall service proposals to meet required outcome	<ul style="list-style-type: none"> ◆ Detailed method statements required. ◆ Is there evidence of understanding of school needs and individual requirements? ◆ Does the overall proposal hang together? ◆ How does it interface with schools? ◆ Is it workable? 	B2.2.10a)	60
6	Response service	In addition the planned proposals and service standards <ul style="list-style-type: none"> ◆ What are the response arrangements and priorities - particularly during school use times? ◆ How will the emergency response affect operation, security and safety? 	B2.2.10a)	60
7	Provision of consumables	Clear confirmation of what is included in SPV proposal. <ul style="list-style-type: none"> ◆ Is it adequate? ◆ Is it clear that the supply is continuous when the school is in use? 	B2.2.10a)	60
8	Service standards (internal/external)	Detail of standards to support overall proposals. <ul style="list-style-type: none"> ◆ Require details and question whether they are acceptable. ◆ Is there recognition of changing needs through time? ◆ How are standards to be monitored especially where sub-contractors are used? 	B2.2.10a)	60
9	Environmental policy	<ul style="list-style-type: none"> ◆ Proposals for use of daylight, sunlight, ventilation and acoustics provision, as well as utilities management. ◆ What environmental control systems are being put into place? 	Appendix B2 Section 9	60
10	Waste disposal, recycling, operations & initiatives	In Method Statement look for: <ul style="list-style-type: none"> ◆ Detailed schedules for frequency of disposal, storage, hygiene and collection of waste. ◆ Details of targets and monitoring of recycling and reuse. 	Appendix B3 12)	60
11	Projecting school image	In addition to the output specifications do proposals: <ul style="list-style-type: none"> ◆ Reflect the aspirations of the school to the public? ◆ Set expectations of pupils? 	Appendix B2	60

Security, Health & Safety				
12	Overall proposals to establish & maintain safe & secure school environment	<ul style="list-style-type: none"> ◆ Detailed proposals throughout operating period required. ◆ Details of operations in and out of school hours including responsibilities, liaison, training etc. ◆ Have schools been consulted on proposals? ◆ Are they workable? ◆ Are there examples of innovation? ◆ Is there a contingency plan for critical incidents? ◆ Are security installations and procedures school friendly? 	B2.2.10 b) Appendix B2 12)	60
13	Security proposals during construction & operational periods	<p>Do the proposals include:</p> <ul style="list-style-type: none"> ◆ Control arrangements ◆ Clear proposals for vetting of staff and particularly sub-contractors? ◆ How they will address access? ◆ Responsibilities - for SPV and schools? ◆ Use of CCT etc - look for specific proposals during construction phase. 	B2.2.10 b)	60
14	Consultation procedures to achieve service outputs	<p>Detailed proposals for consultation with schools and LEA.</p> <ul style="list-style-type: none"> ◆ Initial details ◆ How these are maintained and updated to address change. 	B2.2.10 b)	60
15	Consultation & liaison proposals with schools	<p>As above and:</p> <ul style="list-style-type: none"> ◆ Are there proposals to maintain secure access to the school out of, as well as during, core times for educational requirements? 	B2.2.10 b)	60
16	Staff vetting & training proposals	<p>Details required in line with the responsibilities taken by SPV.</p> <ul style="list-style-type: none"> ◆ Vetting ◆ Health and Safety Training. 	B2.2.10 b)	60
17	Risk assessment procedures	<ul style="list-style-type: none"> ◆ Details of provision of systems and review procedures. ◆ Are the specifications of roles and responsibilities of and between the parties to the contract clear enough? 	B2.2.10 b)	60
18	Traffic management plan	<p>Need to recognise concerns at schools peak times and during use time.</p> <ul style="list-style-type: none"> ◆ Identify overall policy ◆ Specific school problems and solutions. ◆ Confirm role and responsibilities for SPV, schools and stakeholders. ◆ Specific regard to emergency vehicular access, separation of pedestrians from vehicles ◆ Provision for deliveries and loading and unloading of buses? 	B2.2.10 b)	60

	Buildings, Installation & asset Maintenance			
19	Asset management plan proposals	Overall plan and approach to quality, standards, ongoing maintenance, monitoring, reporting and implementation. <ul style="list-style-type: none"> ◆ Require a detailed plan which forms the basis for development by the preferred bidder. ◆ Assess for completeness, quality and approach. ◆ Does it tie up with points made elsewhere in the bid? 	B2.2.10 c)	60
20	Proposals to maintain standards throughout contract period	Objective is to ensure continuing service levels throughout the contract period. <ul style="list-style-type: none"> ◆ Does the plan detail and support this? ◆ Are the standards acceptable and good? ◆ What arrangements are proposed for the interface with the LEA/school in terms of reporting and responding? 	B2.2.10 c)	60
21	Handover standard at completion	Are there concerns that buildings may not be fit for purpose at the end of the contract period? Will quality be impaired in service delivery towards the end of the contract period? Bidder needs to demonstrate that: <ul style="list-style-type: none"> ◆ This point is understood ◆ There are firm proposals for a handover standard. ◆ How it is to be avoided ◆ There clear indication as to life cycle expectations at the end of the contract. 	B2.2.10 c)	60
	Grounds Maintenance			
22	Overall service proposals to meet required outcome	<ul style="list-style-type: none"> ◆ Detailed method statements confirming arrangements and standards to be applied. ◆ Detail of procedures for meeting change of need, e.g. additional sports pitches to be marked out for one off or long term need. 	B2.2.10 d)	60
23	Landscaping & arboricultural policy	As above. Detail of how this reflects the schools: <ul style="list-style-type: none"> ◆ Aspirations ◆ Educational needs ◆ Environmental policy ◆ Image. Has regard been given to Learning through Landscapes?	B2.2.10 d)	60
	Energy & Utility Management			
24	Energy management & incentivisation policies	Detailed policies and proposals for energy management. <ul style="list-style-type: none"> ◆ Is it co-ordinated? ◆ Does it involve users? ◆ Does it link with the approach to design and construction? ◆ What are the incentives? Are they real e.g. cash for schools? ◆ Are targets set? ◆ Are liaison and communication procedures clear and workable? ◆ How do proposals deal with change? ◆ Are partnerships being established? 	B2.2.10 e)	60
25	Site utility management policy and arrangements with suppliers	<ul style="list-style-type: none"> ◆ What control systems are proposed? ◆ What arrangements are being made to ensure continuity of supply? 	B2.2.10 e)	60
26	Emergency/Back Up policy	Are there proposals to ensure that the school can continue to function at all times?	B2.2.10 e)	60

	Caretaking / Site Supervisory Services			
27	Proposals to meet service requirement	<p>This will link to staffing and how the service will be provided.</p> <p>Do proposals provide for:</p> <ul style="list-style-type: none"> ◆ Management structure ◆ Flexibility of approach, i.e. servicing single or more than one school. ◆ Overall cover. ◆ Response work carried out on site and use of contractors - how much will they do? ◆ Do proposals allow school to still be proactive? 	B2.2.10 f)	60
28	School liaison proposals	<p>There will be a general statement. From this can you:</p> <ul style="list-style-type: none"> ◆ Identify the roles within schools ◆ Is it proactive or reactive? ◆ Discern a very strong emphasis on liaison, understanding individual school needs and solutions. ◆ Identify training programmes. 	B2.2.10 f)	60
	Furniture & Equipment			
29	Design standards for new fixed furniture	To what extent do the proposals allow for school input, choice or veto?	B2.2.10 g)	60

	DESIGN PROPOSALS			
	Overall Design Criteria			
	Facilitate effective and efficient management			
4	Layout of school site	<ul style="list-style-type: none"> ◆ Secure site, fenced, gated and visible. Relationship of public access and pupil use. ◆ Segregation of vehicular and pedestrian access ◆ Accessibility of sports facilities. ◆ Separation of areas for different age groups and usage. ◆ Ease of supervision. ◆ Separation of service access. ◆ Grounds as a teaching resource. ◆ Secure cycle storage 	Appendix B2 Section 1	80
5	Layout of school buildings	<p>Has sufficient consideration been given to:</p> <ul style="list-style-type: none"> ◆ Internal movement? ◆ Flexibility of use? ◆ Grouping of areas? ◆ Ease of administration? ◆ Clear visitors entrance and security? ◆ Location of toilets, cloakrooms and storage? <p style="text-align: right;">◆ Separation of noisy activities?</p>	Appendix B2 Section 1	80
6	Layout of grounds	<ul style="list-style-type: none"> ◆ Conjunction of sports pitches with changing and sports storage ◆ Separation of hard play areas as appropriate ◆ Traffic and access considerations ◆ Community access. 	Appendix B2 Section 1	40
	Aid employment of a full range of teaching & learning styles			
7	Use of internal areas	<ul style="list-style-type: none"> ◆ Are class bases of appropriate and flexible shape? ◆ Are there options for interlinking between classrooms? ◆ Has consideration been given to acoustics and use of wall space? ◆ Sufficient and appropriate resources provided, i.e. power cabling, hot and cold water, secure storage 	Appendix B2 Section2	80
8	Use of external areas	<ul style="list-style-type: none"> ◆ Have the principles of Learning Through Landscapes been applied? ◆ What provision has been made for direct access from class bases to external learning areas? ◆ Are the external learning areas covered or shaded? ◆ Pitch layout and variety of provision 	Appendix B2 Section2	40
9	Balance of risk with quality of learning	<ul style="list-style-type: none"> ◆ What evidence is there that risk assessment has been made to external learning opportunities? ◆ Has a balance been maintained betw ◆ Maintaining quality learning experiences with some potential hazards? ◆ Designing out all risk at the expense of good learning opportunities? 	Appendix B2 Section2	40

	Contribution to higher morale of users			
10	Appropriateness for age group	Is the scale and spatial arrangements age sensitive? ♦ Window cill height ♦ Height of rooms ♦ Height of fixtures and fittings	Appendix B2 Section 3	80
11	Quality of specification	♦ Is the design and specification in sympathy with the local environment? ♦ Will the finished design: ♦ Stimulate and inspire? ♦ Or is it intimidating and institutional? ♦ Are specifications, scale, and spatial arrangements age range appropriate?	Appendix B2 Section 3	80
12	Welcoming to all users	Is the entrance: ♦ Secure and accessible ♦ Suitable for users of all ages ♦ Provided with ample opportunity for display Are signs, parking, paths ♦ Accessible for all ages and disabilities ♦ Clearly lit and signed Have community use issues such as easy access to toilets and telephones been addressed?	Appendix B2 Section 3	80
	Equality of access			
14	Ease of accessibility for all users	♦ Are all areas of the school physically accessible - ♦ Changes of level ♦ Door widths and operation ♦ Do the toilet facilities and parking points address disability?	Appendix B2 Section 4	80
	Maximize potential of the site			
15	Use of land	♦ Has the question of possible future additions to the building been addressed in such a way as to be easy without detriment to existing facilities? ♦ Are the school buildings/development sensibly arranged and located on the site? ♦ Do the proposals add value to the site/environment?	Appendix B2 Section 5	80
16	Features of interest	♦ Has the soft landscaping and existing topography and planting has been retained? ♦ Do the proposals create new/significant features of interest?	Appendix B2 Section 5	40
	Sustainable to build and operate			
17	Design proposals	♦ Is there evidence that renewable sources of energy are being used? ♦ What water conservation devices are proposed? ♦ Are there effective controls to manage energy, daylight and natural ventilation?	Appendix B2 Section 6	200
18	Monitoring proposals	♦ Are there clear targets for the use of water, energy and recycling of waste? ♦ Is there a robust system proposed to monitor this?	Appendix B2 Section 6	120

	Demonstrate best value			
20	Balance between different uses	<ul style="list-style-type: none"> ◆ Has a fair balance been made in terms of room and space use? ◆ Has proper consideration been given to the needs of different users of the same areas: <ul style="list-style-type: none"> ◆ School/community ◆ Class/groups ◆ Specialist/non-specialist 	Appendix B2 Section 7	40
21	Protection against damage	Do the proposals: <ul style="list-style-type: none"> ◆ Give adequate security at night in terms of fencing, gates and illumination at night? ◆ Accord with the image the school wishes to present to the community? ◆ Cover high-risk areas adequately? ◆ Have suitable fire alarm proposals? ◆ Provide for preventing fire damage? ◆ Make provision for intruder alarms? ◆ Provide door entry control system that is adequate and acceptable? 	Appendix B2 Section 7	40
	Accommodate changing needs			
22	Allow future extensions	<ul style="list-style-type: none"> ◆ Are the proposals for future extensions in harmony with likely future use in relation to their positioning? ◆ Does it allow for improvements in the infrastructure to manage increased numbers and use? ◆ Is the proposed infrastructure capable of meeting the foreseen growth? ◆ Is the existing plant capacity capable of meeting the foreseeable growth? 	Appendix B2 Section 8	40
23	Ease of future internal changes	<ul style="list-style-type: none"> ◆ How easy will it be to change the arrangement of rooms to meet any changes in need? ◆ Can services be added to or relocated easily? ◆ Can internal courtyards be access easily for construction? ◆ Can future additional community use be provided readily? 	Appendix B2 Section 8	120
24	Enable incorporation of future technology	<ul style="list-style-type: none"> ◆ Is there evidence that the proposed designs can respond to changes in technology? ◆ Attention should be given to such areas as security and environmental technology. 	Appendix B2 Section 8	40
	Provide a comfortable and flexible environment			
25	Environmental standards	<ul style="list-style-type: none"> ◆ Do the environmental control systems allow for the full range of activities expected in the school? ◆ Are multi-purpose areas lit and ventilated in such ways as to be suitable for all the varied uses? ◆ Has proper regard been given to acoustics as well as the provision of the other environmental services? 	Appendix B2 Section 9	80
26	Control by users	<ul style="list-style-type: none"> ◆ Are the controls for heating, lighting, ventilation and blackout within the immediate classroom and teaching spaces? ◆ Have detailed requirements been agreed with the school? 	Appendix B2 Section 9	80

INDEX OF ITN DOCUMENTATION

VOLUME A

PROJECT INFORMATION AND INSTRUCTION TO BIDDERS

VOLUME B

DETAILED BID REQUIREMENTS

VOLUME C

PROJECT AGREEMENT

SENIOR LENDERS DIRECT AGREEMENT

DEED OF WARRANTY - BUILDING CONTRACTOR

DEED OF WARRANTY - CONSULTANT

AUTHORITY'S FM DIRECT AGREEMENT

DEED OF APPOINTMENT OF TECHNICAL ADVISOR

CUSTODY AGREEMENT FOR THE FINANCIAL MODEL

HEADLEASE

UNDERLEASE

LOCAL GOVERNMENT CONTRACTS ACT CERTIFICATE

VOLUME A - PROJECT INFORMATION & INSTRUCTION TO BIDDERS

TABLE OF CONTENTS

DISCLAIMER, CONFIDENTIALITY AND RELATED MATTERS	1
INDEX OF ITN DOCUMENTATION	2
TABLE OF CONTENTS	3
DEFINITIONS	5
A1 EXECUTIVE SUMMARY	9
A1.1 Project Objectives and Process	9
A1.2 Bid Requirements	10
A1.3 Bid Evaluation	10
A1.4 Communication with the Norfolk County Council Project Team	10
A1.5 Project Timetable to Contract Award / Financial Close	11
A1.6 Project Funding	11
A2 BACKGROUND AND PURPOSE OF PROJECT	13
A2.1 Norfolk County Council and the Education Service	13
A2.2 Strategic Background	13
A2.3 Development of the Grouped Schools Project	14
A3 CONSULTATION	15
A3.1 Consultation with Schools	15
A3.2 Consultation with Employees and Trade Unions	15
A4 REGULATORY ENVIRONMENT	17
A4.1 PFI Requirements	17
A4.2 Local Authority Powers	17
A5 OUTPUT SPECIFICATION	18
A5.1 General Overview of Services Required	18
A5.2 Public Sector Comparator	18
A5.3 Reference Bid	18
A5.4 Outline Specification Requirements	19
A5.5 Support Service Options	19
A6 COMMERCIAL FRAMEWORK	21
A6.1 General Overview	21
A6.2 Payment Mechanism	21
A6.2.1 Introduction	21
A6.2.2 General Principles	21
A6.2.3 Price	22
A6.2.4 Indexation	22

A6.2.5	<i>Availability</i>	22
A6.2.6	<i>Performance Measurement Regime</i>	23
A6.2.7	<i>Payment</i>	24
A6.2.8	<i>VAT</i>	24
A6.2.9	<i>Best Value</i>	25
A6.2.10	<i>Market Testing and Benchmarking</i>	25
A6.3	Contractual Issues	25
A6.4	Sponsor Support	26
A6.5	Transfer and Allocation of Risk	26
A6.6	Termination	26
A6.7	Property Issues	26
A7	PROJECT TIMETABLE AND ADMINISTRATIVE INFORMATION	27
A7.1	The Project Timetable and Milestone Assumptions	27
A7.2	ITN Return	27
A7.3	Acceptance Period	27
A7.4	Administrative Arrangements During Tender Period	27
A7.5	Clarification of ITN Bids after Tender Return	28
A8	THE BIDDING PROCESS	29
A8.1	Overview	29
A8.2	Objectives	29
A8.3	Changes to Process	29
A8.4	The Bid Requirement	29
A8.4.1	<i>Mandatory Requirements</i>	29
A8.4.2	<i>The Reference Bid</i>	30
A8.4.3	<i>Variant Bids</i>	30
A8.5	Evaluation of Submissions	30
A8.6	Bid Structure, Content and Format	31
A8.6.1	<i>Partnership Philosophy</i>	31
A8.6.2	<i>Structure and Organisation of the Project Vehicle</i>	31
A8.6.3	<i>Design Proposal</i>	31
A8.6.4	<i>Service Delivery Proposal (including Staffing)</i>	32
A8.6.5	<i>Financial Proposal</i>	33
A8.6.6	<i>Legal Proposal</i>	33
A8.7	Data Room	34
A8.8	Transfers of Employment	36
A9.1	The basis of evaluation	37
A9.2	Evaluation Process	37
A9.3	Scoring of Bids	38
A9.4	Overall Weighting of Bids	38
A9.5	Specific Criteria	39
A9.6	Financial Evaluation Criteria	39

DEFINITIONS

Acquired Rights Directive	EC Directive 77 / 187
Agreed Form	in relation to any document, the form of the document initialled by or on behalf of the parties for the purpose of identification
Agreed Programme	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Agreement	this agreement (including its Schedules and Appendices)
Alternative Accommodation	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Ancillary Documents	the Building Contract, the FM Contract and any Performance Guarantees and any other significant Project Documents to which the Authority is not a party as they may be amended or replaced from time to time
Area	any part of any of the Schools which is the subject of a room data sheet
Assets	<p>all assets and rights to enable the Authority or a successor contractor to own, operate and maintain the Schools in accordance with this Agreement including:</p> <ul style="list-style-type: none"> (a) any land or buildings; (b) any equipment; (c) any books and records (including operating and maintenance manuals, health and safety manuals and other know how); (d) any spare parts, tools and other assets (together with any warranties in respect of assets being transferred); (e) any revenues and any other contractual rights; and (f) any Intellectual Property Rights, <p>but excluding any assets and rights in respect of which the Authority is full legal and beneficial owner</p>
Authority	Norfolk County Council
Authority's Conditions Precedent	the conditions precedent set out in Part 1 of Schedule 1 (Authority's Conditions Precedent) of the Project Agreement
Authority's Requirements	the requirements of the Authority in respect of the Project set out in Part 1 (Facilities Requirements) of Schedule 2 (Authority's Requirements) of the Project Agreement
Available	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Benchmarking Exercise	benchmarking in accordance with clause 28.1 (Benchmarking) of the Project Agreement
Building Contractor	[Name and registered office], or such other building contractor as the Contractor may, subject to clause 7 (Project Documents) of the Project Agreement, appoint to carry out the Work
Commencement Date	the day which is 5 Working Days after the Effective Date
Community Use	use of a School by or at the invitation of the Authority outside the School Day

Conditions Precedent	together the Authority's Conditions Precedent and the Contractor's Conditions Precedent
Construction Programme	the programme for the carrying out of the Works as contained in Part 1 (Construction Proposals) of Schedule 3 (Contractor's Proposals) of the Project Agreement
Contract Period	the period commencing on the Commencement Date to (and including) the Expiry Date, or if earlier, the Termination Date
Contractor Commissioning	any installation, commissioning, testing or running in of plant, machinery or facilities required to bring the Schools into compliance with the Facilities Requirement, other than Joint Commissioning
Contractor's Conditions Precedent	the conditions precedent set out in Part 2 (Contractor's Conditions Precedent) of Schedule 1 (Conditions Precedent) of the Project Agreement
Contractor's Proposals	the proposals for the refurbishment of the Schools and provision of the Services to satisfy the Authority's Requirements set out in Schedule 3 (Contractor's Proposals) of the Project Agreement
Data Room	the data room located at County Hall, Martineau Lane, Norwich, Norfolk NR1 2DH
Dispute Resolution Procedure	the procedure for the resolution of disputes set out in clause 63 (Dispute Resolution) of the Project Agreement
Effective Date	the date on which the last Condition Precedent to be satisfied is satisfied or waived
Expiry Date	the day prior to the 25th anniversary of the Commencement Date
Facilities Requirements	the requirements of the Authority in relation to the provision of the Schools set out in Part 1 (Facilities Requirements) of Schedule 2 (Authority's Requirements) of the Project Agreement
Financial Model	the financial model in the Agreed Form, as updated from time to time in accordance with this Agreement
FM Agreement	the agreement [dated with the same date as this Agreement] and made between [Name of Contractor] (1) and [Name of FM Contractor] (2) under which the FM Contractor is to provide the Services to the Contractor in the Agreed Form
FM Contractor	[Name and registered office] or such other facilities management as the Contractor may, subject to clause 7 (Project Documents) of the Project Agreement, appoint to provide the Services
Guidance	any applicable guidance or directions with which the Contractor is bound to comply
Information Memorandum	the information memorandum issues by the Authority on 22 March 2002 in relation to the Project
Intellectual Property Rights	any and all patents, trade marks, service marks, copyright, moral rights, rights in a design, know-how, confidential information and all or any other intellectual or industrial property rights, whether or not registered or capable of registration and whether subsisting in the United Kingdom or any other part of the world together with all or any goodwill relating or attached to them
Invoice	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
ITN	the invitation to negotiate issued by the Authority on 20 June 2002 in relation to the Project

Joint Commissioning	any installation, commissioning, testing or running in of plant, machinery or facilities shown in the Construction Programme as being carried out by the Contractor and the Authority together
Law	Legislation, Guidance or any applicable judgment of a relevant court of law
Legislation	in relation to the United Kingdom: (a) any Act of Parliament; (b) any subordinate legislation within the meaning of section 21(1) of the Interpretation Act 1978; (c) any exercise of the Royal Prerogative; and (d) any enforceable community right within the meaning of section 2 of the European Communities Act 1972
Market Testing	market testing in accordance with clause 28.4 (Market Testing Procedure) of the Project Agreement
Performance Deduction	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Performance Failure	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Performance Guarantees	guarantees of even date under which the obligations of the Building Contractor and / or FM Contractor under respectively the Building Contract and / or FM Agreement are guaranteed in the Agreed Form
PFI	the UK Government's Private Finance Initiative or any similar or replacement initiative
Plans	the plans of the Schools in the Agreed Form
Project	the provision of serviced accommodation to the Authority at the Schools by the Contractor as contemplated by this Agreement including the carrying out of the Works and the provision of the Services
Project Documents	[Note: list of documents to reflect those documents relating to the project in place or to be put in place on or after financial close]
Rectification Period	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
RPI	the index published in the Focus on Consumer Price Indices published by the Office of National Statistics (or any index that replaces it)]
School	a school listed in Schedule 5 (Schools) of the Project Agreement
School Day	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Services	the services required to satisfy the Services Specification
Services Specification	the specification contained in Part 2 (Services Specification) of Schedule 2 (Authority's Requirements) of the Project Agreement
Site Plans	the plans of the Schools in Appendix A to Schedule 5 (Schools) of the Project Agreement
Sites	the area edged [red] on the relevant Site Plan for each School [together with the buildings and other erections in and upon the same and the service ducts and media for all utilities and services serving such buildings and erections]
Sub-Contractor	a counter party of the Contractor to a Project Document
Term	as defined in clause 29.2 (Notification of Terms) of the Project Agreement

Termination Date	the date of termination of this Agreement for any reason, whether on the Expiry Date or any earlier date
TUPE	the Transfer of Undertakings (Protection of Employment) Regulations 1981
Unavailable	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Unavailability Deduction	as defined in paragraph 1 (Interpretation) of Schedule 7 (Payment Mechanism) of the Project Agreement
Unitary Charge	the fee payable by the Authority under clause 33 (Payment Provisions) and calculated in accordance with Schedule 7 (Payment Mechanism) of the Project Agreement
Working Day	a day (other than a Saturday or Sunday) on which banks are open for domestic business in the City of London
Works	all of the works (including design and works necessary for obtaining access to the Sites and any Contractor Commissioning) to be undertaken in accordance with this Agreement to satisfy the Authority's Requirements
Year	the 12 month period from and including a day to (but not including) the day bearing the same number in the same month of the following year (or, in the case only of a period commencing on 29 February, ending on the next following 28 February)

A1 EXECUTIVE SUMMARY

A1.1 Project Objectives and Process

This Invitation to Negotiate ("ITN") is made available by Norfolk County Council (the Authority) to the 2 parties ("Bidders") shortlisted to negotiate for the provision of serviced schools accommodation to the schools identified in the Norfolk Grouped Schools Private Finance Initiative Project. The ITN is issued in accordance with the "negotiated procedure" of European Union procurement regulations and Public Services Contract Regulations 1993.

The Bidders invited to negotiate for this project were confirmed by the Authority on 20 June 2002. The selection of the Bidders was made following formal submissions made by 5 applicants to participate in this project in response to the OJEC Notice placed by the Authority on 13 March 2002, advertising the project.

The 2 Bidders are:

Alpha Schools (Norfolk) Limited

Jarvis Projects Limited

By means of systematic and competitive negotiation, a single bidder ("the Successful Bidder") will be selected. The Successful Bidder will on Contract Signature / Financial Close contract to provide serviced accommodation as the "Contractor" over an agreed Contract Period and to deliver the services required.

Following receipt of Bidders' responses to this ITN the Authority reserves the right to require a second round of bidding through Best and Final Offers ("BAFO"). It should not be assumed a BAFO stage will be required.

Bidders' attention is drawn to the requirements of the tender process set out in this document and the conditions relating to confidentiality, canvassing and non-collusion. Any failure to comply with these requirements is likely to lead to the Bidder concerned being excluded from the competitive process.

The ITN is in three sections. These are:

- Volume A: Project Information and Instructions to Bidders;
- Volume B: Detailed Bid Requirements; and
- Volume C: Draft Project Agreement and Ancillary Documents

The Draft Project Agreement is based on the draft Standardised Schools Agreement produced for schools PFI projects by the DfES, but has been extensively revised to take account of the Office of Government Commerce "Standardisation of PFI Contracts – General" published in 2002. The Authority will review the Draft Project Agreement in the event of any further government advice being published during the ITN period.

The Tender requirements and evaluation process described apply both to the Reference Bid and any Variant Bid.

A1.2 Bid Requirements

Bidders are required to submit one Bid ("The Reference Bid") complying with the ITN requirements. The Reference Bid is based on a PFI Project Agreement of 25 years duration for the provision of schools serviced accommodation as detailed in Section B2 of this ITN. It is for Bidders to consider how proposals can be delivered to meet the requirement. Bidders are required to confirm their compliance with the ITN requirements.

Bidders are welcome to submit up to two Bids ("Variant Bids") which may contain variations to the requirements of the Reference Bid. Variant Bids are in addition to the Reference Bid, and will only be accepted where a bidder has submitted a Reference Bid. Any Variant Bid must be submitted in the same format as the Reference Bid clearly indicating the changes proposed including any marked up changes to the Project Agreement. A Variant Bid may also provide for a different time-scale for the operational period of the contract.

The provision of Information and Communication Technology services is not a requirement of the Reference Bid.

The Authority has undertaken a Review of School Organisation in each Area of the project. Public Notices will be published in September proposing changes for many of the schools in the project. These proposed changes have been incorporated into this ITN. The proposals made by the Authority will be submitted to the School Organisation Committee in December 2002. The decision of the School Organisation Committee could potentially require some changes to the Authority's proposals. Any such changes would be notified to Bidders at the appropriate time in the procurement of this project.

A1.3 Bid Evaluation

All Bids will be assessed on the basis of the most Economically Advantageous Offer, based on the evaluation process set out in Section A9 of this ITN. This includes a weighted evaluation criteria which is set out in Section B5 of this ITN. As an over-riding consideration a bid will only be accepted if it is affordable to The Authority, it delivers value for money, and meets the requirements of Accounting Standards Board Financial Reporting Standard No 5 ("FRS5").

A1.4 Communication with the Norfolk County Council Project Team

The Authority will engage with Bidders through a series of bilateral meetings which shall be regarded as confidential to each bidder. The aim of those meetings is to confirm the ITN Bid requirements and assist bidders to develop their Reference and Variant Bids. Any notes taken of the meetings will be shared with Bidders. In such discussions, any points raised that are regarded as common to all bidders will be confirmed at the time and advised accordingly.

It is important that any information provided by the Authority is consistent allowing for the individual requirements of Bidders. The Authority has formed a Project Team to negotiate this project to Contract Award / Financial Close. Supporting the Project Team are three groups intended to deal with Technical / Operational, Commercial / Legal and Financial issues. A programme of meetings will be agreed and it is for Bidders to confirm their attendance at meetings. Outside the bilateral meetings all enquiries should be addressed in writing (including e-mail) to Matthew Rathbone (matthew.rathbone.edu@norfolk.gov.uk), Norfolk County Council, Education Department, County Hall, Martineau Lane, Norwich, NR1 2DL, or, Shirley Kenward (shirley.kenward.edu@norfolk.gov.uk) at the same address.

A1.5 Project Timetable to Contract Award / Financial Close

The indicative timetable for this project is based on a Contract Award / Financial Close by December 2003. The timetable makes a number of assumptions; including the potential need for a second stage of bidding (BAFO). The Authority reserves its position as to the eventual timetable and structure.

The indicative timetable milestones are:

- Issue Draft ITN and Project Agreement June 2002
- Review Draft ITN August 2002
- Issue ITN September 2002
- ITN Bid Return February 2003
- Completion of ITN Evaluation and Clarification May 2003
- Issue BAFO May 2003
- BAFO Bid Return July 2003
- Confirm Preferred Bidder August 2003
- Contract Award / Financial Close December 2003

It should be assumed that the latest date to achieve Contract Award / Financial Close is 31 March 2004.

A1.6 Project Funding

This project has been awarded Government PFI Credit support subject to achieving a successful Contract Award that enables the Authority to confirm at financial close that it meets the key tests that define it as a PFI, it represents value for money and is affordable.

Affordability of the unitary charge will be tested on an annual basis against the forecast available cash funding which comprises the following key elements.

- The Special Grant revenue stream arising from the PFI Credit support. The provisional Credit Approval for this project is £92 million. The Special Grant will be calculated for the duration of the project on the basis of the most recently available Special Grant Report published by The Stationery Office on behalf of the DTLR [currently Special Grant Report (No. 90)].
- The project schools budgets dedicated to the services required for the reference bid included in this ITN. These budgets are estimated at £5 million p.a. in total at 2003/04 prices. The availability of this figure will however depend upon the level of increase in general resources provided by central government to local government and the Authority in particular.

The revenue support is currently calculated on a reducing balance leading to an annual reduction in the amount available. In order to accommodate this, in addition to the items outlined above, the Authority may use surpluses arising in the early years to create an interest earning reserve towards meeting any shortfalls arising in later years of the project.

Some additional funding from the DfES will be available for work at voluntary aided schools. There may also be additional minor capital contributions from both the LEA and individual schools to support particular developments.

The principal contract for the delivery of services during the operational period will be between the Authority and the Successful Bidder. The Authority will also have in place with participating schools separate agreements which include confirmation of the continued use of part of their budgets to meet the Unitary Charge payments. The Project Agreement confirms the Authority is responsible for making the Unitary Charge payments.

The availability of the PFI Credit assumes a Contract Award / Financial Close being achieved by 31 March 2004.

A2 BACKGROUND AND PURPOSE OF PROJECT

A2.1 Norfolk County Council and the Education Service

Norfolk County Council covers an area of 537,000 hectares and has boundaries with Lincolnshire, Cambridgeshire and Suffolk. The County has a population of 804,000. It is predominantly rural with main centres of population at Norwich (202,000), Great Yarmouth (74,000) Kings Lynn (35,000) and Thetford (21,000). Tourism is a major economic factor throughout the County.

The Authority is non-unitary and there are seven District Councils. The Authority and Districts are progressive in identifying joint opportunities to develop economic growth and tourism. Discussions have also taken place on joint provision of facilities for both school and Community Use. Discussions with Great Yarmouth Borough Council are particularly wide ranging given the Education Action Zone, Neighbourhood Renewal Fund and other Regeneration activities in the area.

The net revenue budget for the Authority in 2001 / 2002 was £582 million. Funding specifically for schools i.e. the Local Schools Budget (LSB) amounted to £324 million. Distribution of resources is governed by regulations laid down by the Schools Standards and Framework Act 1988. In applying the regulations the Individual Schools Budget is £276 million (85.2% of the LSB). The Authority retains responsibility for strategic management, access, grants, school improvement and special education.

The Authority has consistently aimed to ensure delegation to schools is maximised and to maintain Education as a priority service. It does not have the level of resources required to invest in buildings to produce the quality of environment required for the future delivery of Education services. The opportunity for long term consistent funding to ensure agreed outputs are delivered is attractive to the Authority and schools and is seen as a major contributing factor to the continuous drive to raise standards.

A2.2 Strategic Background

The Authority supports the national drive to improve educational standards and offer all learners a broad, balanced and challenging curriculum. The Authority is actively working in partnership with the DfES and other Local Education Authorities (LEAs) to promote improvements. The Authority shares the Government's belief that improving conditions in schools leads to improved standards. Government funding streams such as PFI, New Deal for Schools and Modernisation funds demonstrate the national desire to improve standards of school accommodation as part of the drive for higher standards.

Recent and forthcoming changes in national legislation and Guidance have highlighted the need to upgrade school facilities. Examples of such changes include:

- Disability Discrimination Act
- Application of Building Regulations to Schools
- Infant Class Size legislation
- Schools for the Future Initiative
- CABE better design proposals

The Authority has an agreed Education Development Plan and School Organisation Plan. The Authority initiated a countywide review of School Organisation during 1998 / 1999. It recognised existing standards of achievement, attendance and staying on rates were not as high as in similar

LEA's. The review also recognised the important role of small rural schools as focuses for educational and community development. The on-going review aims to ensure that future patterns of school organisation contribute to the general aim of school improvement. The Diocesan Authorities in Norfolk are key partners in this review.

The Authority has carried out a review of the five geographic areas, which form the project, namely, Great Yarmouth, Loddon, Long Stratton, Stalham and Swaffham. The review ensures that new investment in buildings and services, as part of this project, is consistent with the agreed future pattern of school provision. The schools listed in Appendix B1 are those agreed by the Authority as result of the review. Where changes to existing schools are proposed public notices will be published in September 2002. As outlined in Section A1.2 of this ITN a meeting of the School Organisation Committee scheduled for December 2002 may potentially make some changes to the Authority's proposals for the schools included in this project. If the School Organisation Committee agrees the proposed changes the Authority would wish the reorganisations to go ahead as soon as possible. The Public Sector Comparator assumes that work required to allow reorganisation to take place in all schools covered by the PFI would be completed by September 2006.

The Authority supports the government objectives to promote the use of schools as community resource centres. It also believes that learning in its fullest sense will include recreation and leisure opportunities. The Authority welcomes innovative bid proposals that support the development of education and learning through easier access to schools and the development of community use.

A2.3 Development of the Grouped Schools Project

The Authority recognises the potential opportunities for investment and delivery of output based services through PFI. The Authority had been unsuccessful with a PFI bid in 1999 for a smaller grouped schools project in another part of Norfolk. Following discussions with DfES an assessment of PFI project options throughout the County was undertaken. This was based on the stated educational objectives of the Authority and the bidding criteria set by DfES. The review led to the project proposal outlined in this ITN.

In addition to meeting educational and DfES priorities, the Authority recognised any proposal had to be commercially attractive, would deliver quality proposals and was likely to demonstrate value for money.

The project was given provisional approval by DfES in March 2001 and following submission of an Outline Business Case was given formal approval to commence procurement in March 2002.

A3 CONSULTATION

A3.1 Consultation with Schools

Consultation has been ongoing with the schools included in the project since September 2000. The Authority recognises the need for schools to be fully informed about and supportive of the project both in the preparation stage and in particular during the procurement stage through to Contract Award / Financial Close. The Authority recognises the importance of the role of schools throughout the consultation, construction and ongoing operational stages of this project. The Authority wishes to discuss with Bidders how consultation with schools can be effected during the procurement of this project and requires proposals from each Bidder as to how it will develop relationships with schools and the Authority during the Contract Period.

The consultation with schools has already included:

- Regular Newsletters;
- Joint meetings for all schools involved;
- Individual visits to schools and Governors meetings;
- Attendance at cluster group meetings; and
- Working with a Development Group on issues such as services and Output Specifications.

In addition officers of the Authority have been appointed to work with schools in order to deliver this project. The role of schools during the procurement stages is detailed in Section A6 of this ITN.

Each project school will be required to enter into a schools agreement with the Authority prior to Financial Close. The basis of the agreement has already been discussed with schools and will use the model form provided by DfES.

The need for interaction between Bidders and Schools has been strongly emphasised. It is important that any arrangements are constructive and consistent. Given the size of the project and number of schools involved joint meetings of the Bidders with each of the project schools have been arranged. Additional visits to individual schools may be arranged dependent on Bidders requirements.

All arrangements will be made through the Authority and no visits should take place outside those arrangements. Visits will include the opportunity to meet the Headteacher (or in the event of unavailability another senior representative of the school) and a Governor representative.

Before the selection of a Successful Bidder each School will evaluate each Bidders proposals for their school. Representatives of the Schools will be included in the teams carrying out the evaluation of bids.

A3.2 Consultation with Employees and Trade Unions

The Authority and its wholly owned companies are committed to involve and consult employees in public / private partnership exercises, and has a longstanding joint agreement with Unison on this. The authority transferred its cleaning, grounds maintenance, catering, transport and property management operations into wholly owned companies on 1 April 2002. It is recognised that a number of employees of those companies and the Authority are likely to be affected by the project proposals. Those staff potentially affected are detailed in Appendix B9 of this ITN.

The Authority believes it is important that staff potentially affected and their Trade Union Representatives are involved throughout the procurement process. This will be especially important in managing the change process at commencement of the provision of the services required.

The following unions represent employees likely to be directly affected by the project proposals:

- Unison
- GMBU (General & Municipal Boiler Makers Union)
- TGWU (Transport & General Workers Union)
- AEEU (Amalgamated Engineering & Electrical Union)
- UCATT (Union of Construction, Allied Trades & Technicians)

Each union has been involved in the development of this project. The liaison with staff and Trade Unions will be maintained and developed throughout the procurement stage. As part of this open approach the Authority will provide:

- Copies of the ITN and Ancillary Documents;
- Regular updates and meetings advising on the procurement;
- In conjunction with the project team an opportunity for Trade Unions to meet the Bidders;
- Information (non-financial) on the bid evaluations; and
- Early opportunity for employees and Trade Unions to meet the Successful Bidder.

This information will be shared on the basis of signed confidentiality agreements with each union.

Bidders will be required to confirm that they will co-operate in this approach to employee consultation and involvement, and should be able to demonstrate expertise and a track record in a joint approach to successful employee transfers.

A4 REGULATORY ENVIRONMENT

A4.1 PFI Requirements

To secure the level of PFI Credits required to ensure viability of this project, the proposed contract must meet the following:

- The requirements of the Capital Finance Regulations; and
- Accounting Standards Board Financial Reporting Standard No. 5 in order to ensure the project is “off balance sheet” in respect of the Authority.

The draft Project Agreement set out in Volume C of this ITN reflects the need to achieve these requirements. The draft Project Agreement is based on the Standardised model contract produced by DfES and has been revised to take into account the OGC Standardisation of PFI Contracts - General. The key terms include the payment mechanism, performance incentivisation, risk transfer, separability and arrangements for compensation and termination. The Authority will review the draft Project Agreement if any further government advice on PFI is issued during the ITN period.

A4.2 Local Authority Powers

The Authority will provide certificates pursuant to the Local Government (Contracts) Act 1997 in relation to the Project Agreement and other appropriate legal documents in order to confirm their powers to enter into the project. These will be provided at Contract Signature / Financial Close.

A5 OUTPUT SPECIFICATION

A5.1 General Overview of Services Required

The Authority expects Bidders to use their expertise to propose creative solutions to meet the needs of users of the accommodation services provided within the resources available. The Authority will require Bidders to make proposals for the initial upgrade of schools in order to ensure the consistent level of services required by the Output Specifications can be met. The Authority will also require proposals that demonstrate the service requirements can be maintained throughout the operating period. The preferred option included in the Outline Business Case was based on Refurbishment and Replacement of Schools to meet the consistent standard of service required.

The Authority recognises Bidders may have differing approaches to meeting the service requirements particularly around the approach to initial investment in the schools and the value for money benefits of this approach when contrasted with assumptions on life cycle costings and energy costs. It is for Bidders to clearly demonstrate their proposals.

The core and ancillary requirements of schools are fundamental to the services required in this project, together with the development of the Community Use of schools. Bidders may develop further opportunities for school use, having regard to the existing school use requirements set out in Appendix B2 of this ITN.

Fundamental to service provision over a long-term period is the ability to deal with change and the partnering approach to be developed with schools and the Authority. Bidders will also need to consider the implications for meeting Best Value requirements during the Contract Period and how they propose to deliver such requirements.

A5.2 Public Sector Comparator

A full Public Sector Comparator has been prepared and a summary of this is included in Appendix B7 of this ITN. The full spreadsheet models supporting this summary have been supplied to the Bidders and are available on request. The project period is assumed as 25 years.

Section A9 of this ITN, confirms the importance of the funding available for this project, which is made up of schools budgets, Authority funding and the available PFI credit, and maximising its use within Bidders proposals.

The Public Sector Comparator should not be seen as prescriptive or the only solution.

A5.3 Reference Bid

One Reference Bid is required. This should be based on an operational period (which includes the construction period) of 25 years. The indicative project timetable projects Contract Award / Financial Close in December 2003. It is assumed the operational period will commence by 1 April 2004. This will provide for a mobilisation / lead-in period, dependent on the actual date of achieving Contract Award.

The Reference Bid will also include within the operating period a Construction Programme to enable comparable standards of service to be provided to all schools. It will be for individual bidders to make their own proposals on the construction period, although as noted in A2.2 the Public Sector Comparator assumes that work required to allow reorganisation to take place in all schools covered

by the PFI would be completed by September 2006. Within the overall assumptions Bidders will need to indicate how their Construction Programme interacts with the use of schools.

The Reference Bid should include a proposed solution for every school on its existing site. Bidders are free to propose alternate solutions on other sites as part of a variant bid.

The Output Specification requires all services to be provided from commencement of the operational period as set out in A6.3.

The provision of Information & Communication Technology services is not included in the Reference Bid.

A5.4 Outline Specification Requirements

Volume B of this ITN sets out the bid requirements, including the detailed Output Specification. The requirements cover both the initial design criteria and the ongoing provision of services.

The school buildings and curtilage should be of a design appropriate to their function as schools and provide a standard consistent with a good teaching environment. Given the expectations of users and the need to increase standards, the schools should be functional to their use and demonstrate a quality approach to design and standard of finish which is commensurate with value for money and durability.

The Successful Bidder will be required to provide serviced accommodation for all project schools and deliver a range of services as set out in the Output Specification. The services will be delivered to agreed standards throughout the operational period. The services include:

- cleaning and waste management;
- security and health and safety;
- building, installations and asset maintenance;
- grounds maintenance;
- energy and utilities management (not including telephones);
- caretaking / site supervisory services;
- furniture and equipment (Output Specification confirms a limited requirement relating to fixed furniture in new build, extensions or remodelled areas); and
- Information and Communication Technology (potentially provided as part of a Variant Bid).

The provision of ongoing catering services is not part of this bid, although design proposals for schools should ensure sufficient catering capacity to deal with requirements. The Successful Bidder will be responsible for provision of services to kitchen areas, e.g. energy and maintenance.

The assumption is that the Successful Bidder will be responsible for services during an interim period in each school until building work is completed. In general the specifications for services during the interim period will be similar to the Full Service Period. The major exception will be for building maintenance where the expected standard would be the current standard (with an over-riding requirement to meet health & safety standards).

A5.5 Support Service Options

The ITN is inviting bids on the basis of the full scope of service provision detailed in the Output Specifications set out in Volume B of this ITN. The provision of Information and Communication Technology services is not a mandatory requirement of the Reference Bid, but is likely to form an integral part of Variant Bids.

Services are currently provided to schools by employees of the Authority, employees of the wholly owned companies of the Authority (Norfolk County Services Limited and NPS Property Consultants Limited), personnel employed directly by the school e.g. caretakers, and other service providers under contractual arrangements with schools and / or the Authority. Norfolk County Services Limited provides cleaning and grounds maintenance services to the majority of schools in the project, and NPS Property Consultants Limited provide building / facilities management services. Authority employees are also involved in the provision of ICT services. The potential employees involved for all services are scheduled in Appendix B9 of this ITN.

The Authority wishes the service delivery transfer to be as seamless as possible. Bidders proposals must clearly demonstrate how the service elements transferred are to be co-ordinated and delivered. The potential exists for Norfolk County Services Limited, NPS Property Consultants Limited and external service providers to become Sub-contractors to the Contractor. Such a course of action would need to demonstrate Value for Money and meet risk transfer requirements. In addition Bidders proposals would need to:

- clearly define the commercial structure proposed;
- detail the proposals for risk and reward of the Sub-contractors service delivery;
- confirm designation of the providers under the Local Authority (Goods and Services) Act 1970 or any amending legislation; and
- confirm any such proposal meets current Guidance from Government Departments e.g. DTLR on the inclusion of Authority service providers within a PFI Contract

A6 COMMERCIAL FRAMEWORK

A6.1 General Overview

As described in the introduction, this ITN has been structured in three parts. Whilst Volume B sets out the detailed bid requirement, it should be read in conjunction with Volume A (Instructions to Bidders) and Volume C (Project Agreement), in order to meet the full requirements for bid return.

This section describes some of the key commercial issues.

A6.2 Payment Mechanism

A6.2.1 Introduction

In general terms, the Payment Mechanism will reflect the level of risk transfer to the private sector provider of services and aims to provide a prospective partner with an incentive to perform well. It must conform to the requirements of FRS5 and deliver value for money to the Authority.

The Authority will require Bidders to accept the principle of a single unitary payment that will only commence once agreed services are being provided, in accordance with the terms and conditions of the Project Agreement.

The Authority has included a Payment Mechanism within this ITN as the mechanism to be used in the submission of the Reference Bid.

A6.2.2 General Principles

The Payment Mechanism proposed includes the following features:

- There will be a single Unitary Payment for the service;
- During the design and construction phases Interim Service Fees will be payable increasing in line with the achievement of agreed milestones;
- The Unitary Payment will be calculated by reference to the availability and performance of the service; and
- Deductions will be made from the Unitary Charge for substandard performance of the services and unavailability of schools in part or in whole.

The Payment Mechanism used for this project will not consist of individual elements (except where expressly stated, for example ICT) which could be construed as working separately and independently of each other. In the event that Bidders wish to make any amendments / variations to the proposed arrangements contained in this ITN, they should do so as part of a Variant Bid.

It should be noted that achieving Value for Money and the risk transfer associated with meeting the requirements of FRS5 (to achieve "off Balance Sheet from the Authority's perspective) remains a prerequisite to completion of the project. Any proposed variations must be accompanied by a confirmation / opinion by a suitably qualified financial advisor that the overall proposals comply with the requirements of FRS5.

During the operating period of the Contract the payment regime will provide for deductions from the Unitary Charge payable for available facilities if the Contractor fails to perform its contractual obligations. In the case of substandard delivery of services provided by the Contractor, performance related deductions will apply. There will be no double counting of deductions; for example Performance Deductions will not be made in respect of unavailable areas.

The payment mechanism will flow directly from the service requirements, as defined in the Output Specification.

Annual changes to payments due to the Contractor arising from indexing will be made by reference to RPI (The Retail Prices All Items Index). This will be the reference indexation factor to be applied on an agreed annual basis to the whole of the Unitary Charge. The proportion of RPI that will be applied annually is to be supplied by Bidders. Bidders should take regard of the requirements regarding indexation set out in Section A6.2.4 of this ITN.

A6.2.3 Price

Bidders are requested to submit:

- A Unitary Charge for the provision of fully serviced schools for all schools;
- An Interim Service Fee structure to reflect the level of service provided during different stages of the design and construction programme.

The Authority will pay the Contractor a monthly Unitary Charge or the appropriate Interim Service Fee based on the provision of units, their availability and the performance of services. The Contractor will receive less than 100% of the Unitary Payment or Interim Service Fee if the units are not fully available for use by the Authority or do not meet all the service requirements.

A6.2.4 Indexation

It is assumed that Contract Award will be delivered by 31 March 2004. On this basis indexation of the Unitary Charge, which shall be compounded on an annual basis, would be applied for the first time on 1 April 2005. The basis of indexation for the Reference Bid will be RPI. Ongoing indexation will occur on the 1 April of each year following contract signature and will be based on the change in RPI between February of the year of indexation and February of the previous year.

Bidders may wish to submit up to two Variant Bids. Included in bid options may be variations on the indexation assumptions. These should not include any proposals that could create the effect of separating elements of the Unitary Charge, such as by the use of industry specific indexation weightings. The Authority would expect to see the value for money benefits of any such proposals.

A6.2.5 Availability

The Draft Project Agreement sets out the definition of "Available" and the specified areas of serviced accommodation within each school. Unavailability will occur if the following key criteria in determining availability are not met:

- Have unrestricted physical access and egress;

- Satisfy the environmental and utility supply requirements;
- Not present any hazard or threat to the well being of any person;
- Its condition is such that it materially adversely affects education, health and safety or other mandatory requirements; and
- There is non-compliance with a law (such as bylaws, regulations and codes of practice) which applies, affects or relates to the relevant area; and
- Have all equipment required present and in full working order.

The above requirements are to be considered in conjunction with the detailed Output Specification in Appendix B4 of this ITN. The principle is that payment is made for services received. Consequently if the service is not provided, no payment is made. The Draft Project Agreement also sets out when unavailability commences. Commencement of unavailability is the earlier of the date and time of notification by the Authority or upon the Contractor becoming aware of an occurrence of unavailability. It is recognised that any number of specified events could give rise to the unavailability of a particular area or zone. Examples of causes of unavailability include:

- an area is not heated or ventilated within the ranges or at the minimum levels specified in the room data sheets or is not serviced by an operational, safe and continuous hot and cold water supply where such systems are necessary for the use and occupation of the area for its prescribed function;
- an area is not serviced by an operational fire detection and alarm system complying with the requirements of the room data sheets;
- the area is flooded or not wind or weather tight, or serviced by a safe and functioning drainage system;
- the area is not served by fully functioning and hygienic toilets; and
- any act or omission by the Contractor that would materially impede or prevent use of the area.

The Payment Mechanism recognises circumstances where: -

- an unavailability event may occur which does not lead to unavailability deductions
- a different level of Unavailability Deductions may apply if the service is unavailable but used; and
- the provision of suitable Alternative Accommodation has been provided in a case of unavailability

Rectification Periods are essential in order to give a period in which to resolve a problem. The length of the Rectification Period will depend on the event. If the problem is not resolved within the period, the particular area or zone will be deemed to be unavailable and deductions as prescribed in the Project Agreement will be made to the Unitary Charge.

A6.2.6 Performance Measurement Regime

Performance Deductions will be made from the Unitary Charge for substandard performance.

The Authority requires the performance standards set out in the Statement of Requirement (Section B1 of this ITN) and Output Specification (Section B2 of this ITN) to be achieved. Each performance standard will be measured. Where a service does not meet the standard a service failure will be reported.

The Performance Measurement Regime: -

- recognises there will be no double counting against a non-availability event
- provides for an increasing level of deductions for multiple substandard performance events
- provides for differing response time and Rectification Periods depending on the significance of the Performance Failure; and
- provides for a settling in period at the commencement of the operational period and / or change in service requirements

A6.2.7 Payment

The Unitary Charge will be paid on the basis of the services provided. The Project Agreement contains an express right for the Authority to deduct agreed or determined amounts owed to it by the Contractor under the Project Agreement from any payments it is obliged to make to the Contractor.

The Authority and Contractor will liaise at the end of each operational month in order to agree the monthly invoice for the service provided. An invoice will be issued within 20 working days after the end of each contract month. The invoiced amount will be the Monthly Unitary Charge adjusted for any Unavailability and Performance Failure Deductions as set out in Section 6 and 7 of Schedule 7 of the Project Agreement. The invoiced amount will be paid within 20 working days of receipt of an undisputed invoice for the service provided.

Any disputes relating to the invoice will be dealt with as set out in Schedule 7 of the Project Agreement. The aim is to resolve any disputed invoices effectively and expeditiously.

It is in the interests of both the Authority and Contractor to ensure the Unitary Charge is paid on the basis of agreed performance levels. As such the Authority welcomes operational proposals from Bidders that:

- develop authority / contractor and schools / contractor relationships;
- identify at an early stage contract performance issues; and
- propose information systems accessible to the Authority that support claims for Unitary Charge payment.

The Unitary Charge payment is calculated on the basis of a 12 month year. The financial year will commence on 1 April and close on 31 March.

A6.2.8 VAT

The Unitary Charge payment request is to be stated exclusive of VAT. Bidders will provide an indication of the VAT that will be charged and the basis of its calculation.

A6.2.9 Best Value

The commitment to improve public services lies at the heart of the Government strategy. Local Government is involved in the process of modernisation and change. Traditional methods of service delivery are being challenged as higher service standards are expected by Council Tax payers. Local Authorities are required to deliver services to Best Value standards covering both cost and quality by the most effective, economic and efficient means available. The Local Government Act 1999 enshrines Best Value principles into the statutory framework.

One of the ways of seeking to achieve Best Value is by reviewing service delivery in the light of various procurement options. The use of the Private Finance Initiative has evolved into an important new procurement option for local authorities, providing the opportunity to plan investment strategies to meet the needs of local people over a long period of time. Against the ongoing background of change both in what services are required of Local Authorities and how services are delivered, the Authority looks for continuing improvement in service delivery. As such the Contractor will be required to work with the Authority in meeting the ongoing requirements of Best Value throughout the operating period.

Reference has been made to the use of Standardised PFI Contracts. The Project Agreement in Volume C reflects the DfES Standardised PFI Contract for schools. Included within the Project Agreement is a section covering Best Value. This in turn has been taken from the Standardisation of PFI Contracts – Local Authorities, Contracting to Achieve Best Value.

A6.2.10 Market Testing and Benchmarking

To ensure the Contractor continues to deliver Value for Money over the life of the project and in addition to the requirements of Section A6.2.9, a series of Benchmarking / Market Testing Exercises will take place at 5 yearly intervals for an agreed range of soft services. Responsibility for the costs of Benchmarking / Market Testing will be borne by the Contractor.

The Draft Project Agreement provides for Benchmarking / Market Testing Exercises and follows the Treasury Taskforce Guidance. As the exercise may create a separately identifiable payment stream, it can only be applied to services that are not included in the overall assessment of risk associated with owning the “Assets”.

A6.3 Contractual Issues

The Draft Project Agreement included with this documentation in Volume C sets out the length of the contract. The Reference Bid assumptions are based on a Contract Period of 25 years.

Bidders are invited to submit up to two Variant Bids. Such bids may contain alternative options to the length of contract. The evaluation of any bid received is described in Section A9 of this ITN.

The Authority anticipates there will be a single principal Project Agreement with the Successful Bidder which provides for the framework of the transaction and all commercial terms. The Project Agreement will be supported by a range of related Ancillary Documents that in total provide for the successful delivery and operation of the project requirement.

The Successful Bidder will on Contract Signature / Financial Close become the Contractor. The Authority's intention is that services will commence within a short period after a contract is signed.

The Authority will expect the specifications set out in this ITN to be met immediately for services that are not dependent upon construction work. For other services, such as building maintenance, a lower standard will apply in the interim period until the construction phase is complete.

A6.4 Sponsor Support

The Authority will contract with an entity that is capable of delivering and operating this project. It is anticipated that given the nature and period of the contract, and range of services required that the Successful Bidder is likely to be a specially incorporated project vehicle. In such a case a number of sub contracts with sponsors and / or third parties will be required. The Authority will review all of the principal sub contracts especially in relation to guarantees, risk allocation and transfer, debt provision and change procedures.

A6.5 Transfer and Allocation of Risk

The underlying principles in delivering and operating this project is that the risks associated with each phase should lie with those who are best able to control those risks. These assumptions provide for risks being allocated to the Bidder, risks being retained by the Authority and circumstances where the risk is shared. The Project Agreement sets out the framework from which the allocation of risk to each party can be determined.

Appendix B6 of this ITN sets out a detailed Risk Allocation Submission Schedule which underlines in the Authority's view the allocation of risk between the parties. Bidders are required to confirm their acceptance of the schedule and that their bids are priced accordingly. Where a Bidder proposes any variances they should indicate their assumptions.

Bidders attention is also drawn to the Evaluation Criteria and in particular the requirements of FRS5.

A6.6 Termination

The provisions for termination are set out in Part 6 of the draft Project Agreement.

A6.7 Property Issues

The general legal position on the ownership of schools sites is as follows: -

- Community Schools / Community Special Schools (formerly County Schools) - whole site owned by Authority
- Foundation Schools (formerly Grant Maintained and ex County / Community Schools) - existing site vested in school trustees, foundation body or governing body. New playing fields owned / leased by Authority.
- Voluntary Schools - school buildings vested in school trustees or foundation body, playing fields owned by / leased to Authority.
- The Authority is working with the Diocesan Authorities and Foundation Schools to produce evidence of title for the sites of all schools in the project. Epitomes of Title for all schools will be placed in the Data Room as they become available to the Authority.
- Bidders should assume that if leases of the school sites in the Project were required, there would be sufficient evidence of title to register at least good leasehold title.

A7 PROJECT TIMETABLE AND ADMINISTRATIVE INFORMATION

A7.1 The Project Timetable and Milestone Assumptions

The indicative project timetable was set out in the Project Information Memorandum and the milestones are replicated in Section A1.5 of this ITN. The date of Contract Award / Financial Close is scheduled for December 2003.

The assumptions made in the timetable for a second round of bidding are not prescriptive. The ITN states the requirements of the Authority to enable quality bids to be returned. The Authority reserves the right to confirm a Preferred Bidder on the basis of ITN bid return and the subsequent evaluation.

A7.2 ITN Return

The information required for return of the ITN is set out in this documentation. The evaluation of bids will be carried out by separate groups who report to the Project Team. In order for the evaluation to be carried out in a co-ordinated and expeditious manner Bidders are required to submit 5-2 full hard copies of their ITN proposals + 3 hard copies of the School Packs containing proposals for evaluation for each school as outlined below and a full electronic copy.

Copy No.	Date of Submission	Time	Address
1,2,3,4 & 5	Return Date 24 February 2003	10.00am	NCC County Hall Martineau Lane Norwich Norfolk NR1 2DW

~~The financial information required to be submitted as set out in Section B3 of the ITN should only be included in the submission of Copy Numbers 1, 2 and 3. This will include disk versions of the financial data required.~~

All copy Numbers must be returned to the address specified by 10.00am on Monday, 24 February 2003. They are to be under cover of the attached label and must not contain on the packaging any identifying marks as to the source of the tender bid. Any evidence of such identifying marking or failure to deliver the tender bid to the address specified by 10.00am on 24 February 2003 will invalidate the tender bid.

A7.3 Acceptance Period

Bidders shall note that tenders shall be open for acceptance until 31 December 2003. Bidders are asked to indicate the basis of price change should the above date be extended.

A7.4 Administrative Arrangements During Tender Period

The Authority wishes to continue with bilateral meetings with Bidders during the ITN Tender Bidding Period. The meetings will be confidential to each bidder and can be used to clarify any issues regarding the contents of this ITN and develop issues in Bidders responses to the Reference Bid and any proposed Variant Bids. Discussions with each bidder will remain confidential. In the case of any clarification issue that is regarded as being common to both Bidders, the issue will be confirmed as such, and Bidders notified accordingly.

Whilst a pattern of meetings and dates has been circulated it is for Bidders to use these opportunities as they require. As such, Bidders are asked to notify the Authority in advance of meetings of any substantive issues they wish to discuss in order to ensure the appropriate project team members are available.

The Authority will wish to agree with each Bidder arrangements to present design proposals to the Project Team in advance of the formal ITN submission.

Notification of such issues and clarification of any issues concerning this ITN should be addressed to Matthew Rathbone as outlined in Section A1.4 of this ITN.

A7.5 Clarification of ITN Bids after Tender Return

In order to complete the evaluation of Bids, clarification may be sought of Bidders proposals whilst carrying out Bid Evaluation. Any requests for information will be made in writing on behalf of the Authority. Replies to such requests should also be in writing (or disk, if appropriate) to Matthew Rathbone as outlined in Section A1.4 of this ITN within the time period specified.

The exception to the procedure outlined in the preceding paragraph relates solely to the work carried out by Ernst & Young on Bidders Financial Models on behalf of the Authority. In such cases where information on the content or structure of a model is urgently required, Ernst & Young may approach a person nominated by each Bidder for such a purpose in order to obtain information so as to proceed with the evaluation. Ernst & Young will confirm in writing the request with Bidders and the Authority and the detail of the reply in order to maintain an audit trail. Bidders are asked to nominate a suitable person as a contact for clarification requests and anticipate such a request for information is likely to be made in the early stages of Bid Evaluation.

Clarification is not to be used as a vehicle for enhancing or changing the nature of a Bid. On this basis all requests for information will be strictly monitored as will Bidder responses in order to ensure only clarification points are considered by the evaluation teams.

The Bids and any clarification points will be the information used for bid evaluation leading to the selection of a Successful Bidder or an invitation to engage in a further procurement stage.

A8 THE BIDDING PROCESS

A8.1 Overview

The Authority is committed to conducting a negotiated bid process in accordance with European Union procurement rules with transparent principles for the award of contract. The contract will be awarded to a single Successful Bidder whose bid represents the most economically advantageous offer for meeting in full the Authority's Requirements as expressed in this ITN. The Contract will not be awarded until all major commercial issues have been resolved.

A8.2 Objectives

The Authority intends to select, by means of systematic and competitive negotiation, a single preferred Successful Bidder with whom final terms will be negotiated.

This ITN is designed to initiate the bidding stage by setting out the framework within which proposals are invited and will be subsequently negotiated. The negotiations are intended to cover all aspects of Bidders' proposals. It is in the interests of both the Authority and Bidders to discuss bid proposals as they are worked up. The requirements are set out in order for the Authority to confirm a Preferred Bidder and subsequently achieve Contract Award / Financial Close.

A second bidding stage (BAFO) should not be assumed in reaching a decision on Preferred Bidder. Whilst there will be detailed negotiations at Preferred Bidder stage, these will preclude any fundamental change to bid proposals on which basis Preferred Bidder status was confirmed.

The Authority reserves the right to require a funding competition at Preferred Bidder stage. This would be run following the guidance published by the Office of Government Commerce "OGC Guidance on Certain Financing Issues in PFI Contracts". A funding competition would only be required if there were a clear expectation this would provide better value for money or would enhance the level of acceptance of the terms of the draft Project Agreement. In submitting their ITN bids bidders should assume that a funding competition will not be required.

Tender return must comply with the requirements set out in this section, Volume B, the detailed Bid Requirements, and Volume C, the Project Agreement. Bidders must also use the format of Financial Model requirements set out in Section B3 of this ITN. All bids will be evaluated in accordance with the Evaluation Criteria described in Sections A9 and Appendix B5 of this ITN.

A8.3 Changes to Process

Attention is drawn to the disclaimer at the front of the ITN which reserves the right of the Authority to change or withdraw from the bid process. In particular, the Authority reserves the right to issue circulars to Bidders providing further information or supplementing and / or amending the bid process.

A8.4 The Bid Requirement

A8.4.1 Mandatory Requirements

There are certain elements of this ITN which the Authority will treat as minimum requirements for compliance. The Reference Bid and, unless stated to the contrary any Variant Bid must comply with the minimum requirements set out in Section A5.3 of this ITN.

A8.4.2 The Reference Bid

Bidders will be required to submit a Reference Bid, as described in Section A5.3 of this ITN, complying fully with the output specification and indicative commercial and contractual terms detailed in this ITN. The operational period of the Reference Bid is 25 years.

The purpose of the Reference Bid is to allow an evaluation between Bidders on a like for like basis and to provide a reference point for comparison with any proposed Variant Bid.

A8.4.3 Variant Bids

Provided the Reference Bid as required has been submitted, the Authority will be pleased to consider up to two alternative proposals (Variant Bids) where these are considered to be more economically advantageous and where significant deviations to the core requirements are being proposed.

The Output Specification includes for the provision of Information and Communication Technology (ICT) services. This should not be included in the Reference Bid. The provision of ICT is fundamental to the development of education provision and as such Bidders are encouraged to consider options for its inclusion in the services to be provided. The provision of ICT will be regarded as separable within the Contract and any proposal should identify a Contract Period of between 5 and 10 years.

Where Variant Bids are being submitted, Bidders should present these to the same level of detail and format as required for the Reference Bid. On the basis that a Variant Bid is fully developed, Bidders may submit Variant Bids in a format that highlights the changes from the Reference Bid, provided it meets the minimum Bid requirements.

One of the Variant Bids allowed could include, in effect, a shopping list of potential changes affecting each school. This type of approach would not be acceptable where a variant would affect the structure of the bid, e.g. by changing the balance of risk transfer between the parties.

A8.5 Evaluation of Submissions

Bids will be evaluated in accordance with the overall criteria and methodology set out in Section A9 of this ITN. Detailed Evaluation Criteria are set out in Appendix B5 of this ITN. Bidders should have regard to these requirements in the preparation of their bids and provide the level of information required for a quality bid. This will allow the Authority to evaluate the Bids and make a decision on the next stage of procurement.

Full use should be made of the Financial Submission Schedules to record the required information efficiently and consistently. The completed Financial Submission Schedules must be submitted with the ITN.

To assist Bidders, the next section is designed to provide information on the overall bid requirements of this project.

A8.6 Bid Structure, Content and Format

In order to facilitate systematic evaluation of Bids, Tender returns should be structured to take account of requirements in this section and the published Bid Evaluation Criteria. The overall format for Tender Bid returns of either Reference or Variant Bids includes:

- Response to the Output Specifications including performance standards;
- Method statements which describe the overall approach to meeting the Authority's objectives for this project and detailed responses to the required outcomes and detailed Evaluation Criteria which clearly describe the service delivery proposals. Bidders will also need to confirm their position on elements of the requirements which are considered to be mandatory;
- Design, construction, life cycle and maintenance assumptions in terms of Plans, programmes and detailed cost assumptions as required in the Bid Requirements;
- The Unitary Charge;
- Confirmation of acceptance of the Project Agreement and Ancillary Documents in the case of the Reference Bid and a mark up and commentary of any changes proposed in respect of a Variant Bid; and
- Detailed information on commercial and financial terms as set out in the Bid Requirements including full Financial Models.

Bidders should also have regard to the following parts of this section which set out further requirements of Bid returns.

A8.6.1 Partnership Philosophy

This section should summarise the salient features of the partnership envisaged for this project. It is expected to cover:

- The intended management arrangements for working in partnership with the Authority and schools included in this project;
- The approach to be taken to securing the support of all stakeholders over the course of this project; and
- The philosophy underlying the Bidder's approach to the design, construction, refurbishment, operation and funding of the requirements of this project.

A8.6.2 Structure and Organisation of the Project Vehicle

The Authority requires Bidders to provide a comprehensive explanation of its proposed consortium structure detailing the key ownership, organisational, financial and managerial relationships envisaged in the structure. Where appropriate this information should be supported by draft terms of any relevant agreements.

A8.6.3 Design Proposal

The Authority places considerable emphasis on the delivery of good design proposals from shortlisted Bidders that will inspire all who use the schools on a day to day basis and which also make a positive statement to their surrounding communities.

The overall aims and the detailed requirements for school design are set out in Volume B of this ITN.

A8.6.4 Service Delivery Proposal (including Staffing)

This should demonstrate how the Authority's objectives and output requirements will be met and provide the basis for entering detailed negotiation with the Authority concerning the provision of specific services, facilities and / or equipment. It should include:

- A technical proposal of the serviced schools to be provided in sufficient detail to allow negotiation over specific components. This will include construction, life cycle and maintenance assumptions and will link with Section A8.6.3 of this ITN;
- A construction timetable and methodology, stating assumptions made;
- A timetable for the operational phase, specifying any assumptions made;
- How the services will be delivered and resourced including proposed staff and staffing levels, use of Sub-contractors and proposed terms and conditions to be applied so as to ensure continuity of personnel in supplying services;
- Contingency arrangements included within the proposal; and
- The anticipated incidence and allocation of all categories of risks over the life of the Project.

In providing detailed responses Bidders are required to use the formats set out in Volume B of this ITN plus any additional information that is relevant to clarifying and enhancing their Bid.

The provision of ongoing services throughout the Contract Period is a key requirement of this project. Bidders are required to:

- Demonstrate how they can ensure continued delivery of quality services. The arrangements for staffing, including terms and conditions, are fundamental to assessing Bidders approaches to ensuring ongoing quality of service delivery.

Note:

The transfer of staff to any Successful Bidder will be conducted in accordance with the Cabinet Office Statement of Practice on Staff Transfers in the Public Sector, which states:

"Contracting-out exercises with the private sector and voluntary organisations and transfers between different parts of the public sector, will be conducted on the basis that staff will transfer and TUPE should apply, unless there are genuinely exceptional reasons not to do so."

To meet the requirements of this section Bidders are required to detail policies and proposals relating to;

- resourcing, including proposed staff and staffing levels to deliver contracted services, and proposed use of Sub-contractors;
- pay and conditions of employment, including reward and benefits, performance management, equal opportunities, redundancy and severance;
- recruitment policies, including arrangements for criminal records checks;
- staff development and training, including succession planning;
- pension provision, including whether prepared to seek Admitted Body Status as provided for in the Local Government Pension Scheme regulations;

- health and safety, and
- staff involvement and consultation, and recognition of Trades Unions.

The information supplied by Bidders will need to demonstrate how the Authority's objectives and output requirements will continue to be met over the lifetime of the contract. The information should relate to the employment of future staff, as well as that of existing and transferred staff.

Note:

Any changes to Government Guidance relating to transferred or future-recruited employees will be incorporated as appropriate within the timescales of this project.

A8.6.5 Financial Proposal

This section should provide sufficient financial information for the Authority to undertake systematic and comprehensive evaluations over the life of the Project, based on the criteria of affordability. The Authority seeks assurance that the Bidder can deliver the financial proposal contained in the Bid(s). In order to achieve this, Bidders must comply with the detailed requirements of Section B3 of this ITN covering the Financial Model, the Financing Strategy, Structure and Organisational Proposals, Economic and other Assumptions.

A8.6.6 Legal Proposal

Whilst Bidders are required to submit a Reference Bid on the basis on the requirements of this ITN including Volume C, the Project Agreement, it is recognised that there may be issues they wish to raise in respect of the Project Agreement. A full mark up of the Project Agreement and Ancillary Documents is required together with a commentary on any issues that may have a commercial impact on the project and any changes to the risk profile. This must be in the form of the table below.

Reference	Issue	Comment

Bidders should note that responses will be evaluated on the degree of acceptance of the Project Agreement and the risk to the Authority and its timescales which the comments represent. Bidders should also note that they would be required to confirm prior to any appointment as Preferred Bidder that they have raised and commented on all relevant issues. This confirmation will be in the form of the outline letter given on page 277 of the Office of Government Commerce "Standardisation of PFI Contracts – General" (revised 2002). Confirmation will need to include project funders and main sub-contractors.

The Authority has also prepared a Lender Direct Agreement based on the TTF model form, and other ancillary legal documentation. Bidders are required to confirm their acceptance of this approach and, in particular, Bidders must provide written evidence that they and their funders do not require an 'economic reinstatement test' to be included in the Project Agreement, Lender Direct Agreement, or anywhere else in the project documentation.

The mark-ups and commentaries must take account of the views of the funder(s). Bidders must provide written confirmation from their funder(s) that they have no issues to raise on the Project Agreement, Ancillary Documents and risk matrix that are not set out in the Bid.

Bidders should note that advanced loss of profits insurance will not be a required insurance under the project. The uninsurability provisions in the Project Agreement will not apply to this insurance although Bidders are, of course, free to take out this insurance.

With regard to vandalism:

- The risk in relation to vandalism (which shall exclude both accidental damage and fair wear and tear) will be shared between the Authority and the Bidder.
- Subject to the remainder of this paragraph, the Authority will take the risk associated with vandalism during the school day caused by pupils, teachers or other third parties who are entitled to be on school site and are under the control of the Authority.
- The Bidder will take the risk associated with vandalism outside the school day and vandalism during the school day but outside the scope of the Authority's responsibility as described above.
- The Bidder will take all the risk in relation to vandalism to the Works (as defined in the Project Agreement)
- The Bidder is required pursuant to the insurance schedule to insure for material damage. This cover will bite in relation to damage caused by vandalism. Therefore the risk that is being shared is in relation to which party is responsible for the costs of rectifying the damage caused by the vandalism below the level of the deductible.
- The Authority requires Bidders to propose as part of their Bid a deductible on the material damage policy.
- The Bidder will take all the risk associated with any increase in an insurance premium, any increase in a deductible or any other change to the terms upon which insurance is offered.

A8.7 Data Room

A comprehensive set of background documents are available from the Data Room, including:

- committee reports;
- the initial application for PFI Credits in September 2000;
- the outline business case;
- public sector comparator;
- education development plan; and
- other relevant policy documents.

This information is available in electronic and hard copy form. Access to the Data Room is by appointment, and may be arranged by contacting:

Sharon Stone, Education PFI Administration Officer, Norfolk County Council, Room B34, County Hall, Martineau Lane, Norwich, Norfolk NR1 2DL
Email: sharon.stone.edu@norfolk.gov.uk
Telephone: (01603) 222788

Bidders will also need to consider the available information on the state of existing school buildings and sites. The following information is available from the Data Room:

- asset management plans;
- single line floor plans;
- details of sufficiency;
- details of suitability;
- condition surveys;
- non-invasive asbestos surveys;
- GIS site plans (scales of 1:500 or 1:1250);
- nature and location of onsite mains drainage and services available. Capacity of electricity, gas and water mains (enquiries to Statutory Authorities complete with drawings);
- fire risk assessments;
- schedules of plant for each plant room;
- service records for last testing cycle;
- water storage upgrades / sterilisation records;
- example of completed generic room data sheets for standard primary and secondary classrooms;
- title information for each school is also available in the Data Room;
- sample ground photographs for some schools;
- curriculum models (secondary schools only); and
- aerial photographs (secondary schools only).

Additional information is also available for 8 schools where bidders are asked to provide greater bid detail (see Volume B of this ITN for details) and includes:

- full topographic survey to include drains and services;
- elevations and sections; and
- environmental survey information (using sufficiency audit indexing) providing objective and subjective information on lighting, heating, acoustics and ventilation.

Schools have been asked to supply additional information to bidders and copies of this will be placed in the Data Room as it is received. The information will include:

- background information on the school;
- the school's views on the operation of services;
- curriculum information;
- information on current facilities at the school and any plans to change these; and
- the process the school will use to evaluate Bids.

If Bidders are unable to find any documentation they would like to see within the Data Room, they should ask the contact point for it to be provided.

All information is provided in good faith, but Bidders should note the disclaimers set out below. The level of information required by Bidders and any further survey work required will be the subject of early discussion between the Authority and Bidders upon issue of this draft ITN.

It is the responsibility of Bidders to take such steps as necessary to satisfy themselves as to the validity and accuracy of any matter contained within this ITN, or in the Data Room or supplied to Bidders during the procurement of this project.

A8.8 Transfers of Employment

The Authority has confirmed its commitment to involve and consult with staff as outlined in Section A3.2 of this ITN. In addition Section A8.6.4 of this ITN sets out the service delivery requirements for Bids including staffing proposals. The numbers and details of potential staff affected are included in Appendix B9 of this ITN. The staffing lists differentiate between staff employed by the Authority, those employed by the wholly owned companies and staff involved in providing services to schools but not employed by the previous parties.

The potential level of TUPE information provided may be different for those employed by the Authority or its wholly owned companies and employees of other service providers involved, although in all cases the Authority will endeavour to provide adequate information for the purposes of bidding. Bidders should note that where TUPE is applicable the Authority has a duty to ensure that the terms of the Acquired Rights Directive EEC / 77 / 187 (as amended) and Transfer of Undertakings (Protection of Employment) Regulations 1981 (as amended) are applied. Bidders should take into account as part of their Bids, the following requirements which are required to be confirmed:

- The need to consult with recognised Trade Unions and / or employee representatives of affected employees;
- That employees with such rights will be able to transfer to the Contractor on the same terms and conditions of employment as they currently enjoy;
- That all rights, powers, duties and liabilities in connection with such contracts of employment will be transferred from the Authority to the Contractor including redundancy payments;
- That any existing collective agreements will continue after transfer;
- That Trade Union recognition will continue after transfer; and
- Any dismissal will be unfair if the reason or principal reason for it is a TUPE transfer unless (amongst other things) the matters contained in Regulation 8 of TUPE can be established.

Bidders should also note that the Local Government Pension Scheme (LGPS) is seen as an important part of the remuneration package for local government employees. Bidders are required to confirm the arrangements for any transferring employees to continue membership of LGPS or to transfer to another comparable pension scheme if it is "comparable". Bidders should also confirm how the new pension arrangements will be implemented and demonstrate that costs have been assimilated in their Bids.

In recognising the importance to the Authority of Bidders proposals for transferring employees, the Authority requires confidence that services can be delivered and sustained to the quality and consistency required. Bidders are also required in Section A8.6.4 of this ITN to confirm their overall staffing proposals including conditions of service. This will include a description of the relative terms for transferred and new staff and if there are differing conditions.

A9 THE EVALUATION OF BIDS

A9.1 The basis of evaluation

The Reference Bid and any Variant Bid proposals will be evaluated under three broad sets of criteria designed to determine which is the most Economically Advantageous Offer. The criteria are:

- Cost of proposals to the Authority and Participating Schools
- Technical and Service Delivery Proposals – covering all aspects of project management, design, construction, benefits and the ongoing operational service provision
- Commercial and Legal – covering legal, funding, organisational structures, balance sheet issues, land / planning and overall deliverability.

The overall weightings for evaluating bids are set out in Section A9.4 of this ITN. A Detailed Bid Evaluation Criteria which underpins the overall weightings is set out in Appendix B5 of this ITN. This Detailed Evaluation Criteria provides information to confirm the level of detail the Authority expects in Bid proposals in order to carry out a detailed and consistent evaluation.

The key objective of this Project is to make maximum use of the funding available to deliver quality educational facilities and services to the project schools. Appendix B7 of this ITN contains the Public Sector Comparator and this will be updated as required during the procurement.

The evaluation process will assess how Bidders have maximised use of the funding available to ensure that:

- all sufficiency issues, identified at the commencement of this project, are resolved;
- all condition issues, identified at the commencement of this project are resolved. The detail of Bid(s) must indicate the approach to initial construction / refurbishment work, Construction Programme and ongoing life cycle and planned maintenance costs; and
- there are proposals to resolve as many of the suitability issues identified at the commencement of this project as possible.

A9.2 Evaluation Process

Evaluation Teams, which report to the Project Team, will undertake Bid evaluations. The Evaluation Teams will be trained and monitored to ensure a comprehensive, systematic and consistent evaluation of each Bid is undertaken. The Project Team will consider reports from Evaluation Teams and make a recommendation to the Education PFI Project Board on the proposal to confirm a Successful Bidder or to move to a further stage of negotiation. A decision making process for key project stages is in place and the Project Board is required to make recommendations at key stages to the Authority's Cabinet committee.

Individual schools will also contribute to the evaluation process. Schools will allocate directly 50% of the evaluation marks relating to the parts of the Bid specific to their own school. Representatives from schools will also participate in Evaluation Teams. As part of the evaluation process, Bidders should give schools an opportunity for a formal presentation of their bids by 28 February 2003.

The Evaluation Teams will apply the following guidelines during the Evaluation process:

- An audit trail will be maintained of all documentation and meetings which together comprise the evaluation;

- The evaluations will establish compliance with the essential information requirements as set out in this ITN and in particular the requirements of the Reference Bid;
- The Authority may seek additional information or clarification, which may be considered as part of the evaluation process. This may include provision of service, design and technical omissions which do not alter the substance of the bid; and
- Each Evaluation Team will prepare a report on the evaluation requirements within their remit. The Project Team will prepare and consider an overall evaluation report on the appointment of a Successful Bidder and make a recommendation to the Project Board. Where the Project Team cannot recommend the appointment of a Successful Bidder, a recommendation will be made as to the next stage of procurement of the project.

The Authority will make a decision how to proceed based on the evaluation of Bids. In the event that a Bidder is not invited to participate further a debriefing opportunity will be provided.

A9.3 Scoring of Bids

Each bid will be scored against the Detailed Evaluation Criteria as set out in Appendix B5 of this ITN. The scale of scoring is as follows:

- 0 unsatisfactory / significant problem apparent
- 1-3 addresses criterion, but further development required
- 4-6 adequately addresses criterion, acceptable as proposed
- 7-9 good solution to criterion
- 10 excellent innovative solution

The scores will be allocated on consideration of the following factors:

- information - degree of information on proposals provided in bid and degree to which service requirements are met; and
- quality - feasibility and robustness of proposals and deliverability in practice.

A9.4 Overall Weighting of Bids

Bids will be evaluated using the scoring methodology outlined in A9.3 of this ITN against the requirements of the Detailed Evaluation Criteria included in Appendix B5 of this ITN. Bidders are required to submit method statements and proposals as part of their bid returns.

The overall weighting of bids in percentage terms are as follows:

Financial	10.02%
Commercial and Legal	8.91%
Technical, Design and Service Proposals	81.07%
Project Objectives	8.53%
Project Management and Deliverability	12.99%
Facilities Management	6.68%
Service Provision	22.82%
Design Proposals	27.82%
Best Value	2.23%

A9.5 Specific Criteria

The Statement of Requirement and Output Specifications set out the requirements of this Project and should be read in conjunction with the other documentation contained in this ITN and the instructions on bid format set out in Section A8 of this ITN.

Bidders will need to supply sufficient detail to enable the Evaluation Teams to mark objectively. The Authority will not proceed to Preferred Bidder stage unless it is satisfied that assessed against the Detailed Evaluation Criteria the bid is substantive and can be delivered.

A9.6 Financial Evaluation Criteria

The detail of the financial information required is set out in Section B3 of this ITN. Bids will be assessed against the following criteria:

- Minimum bid information requirements have been met;
- The Bid is Affordable;
- The Bid represents Value for Money;
- The Bid contains a sound and appropriate Financial Model;
- There is a sound and appropriate organisational vehicle to deliver and operate the project;
- The deliverability of the proposed funding solution; and
- Demonstration of an “off balance sheet” position for the Bidders project proposals.

It is not a requirement that the Reference Bid submitted be affordable. However, Bidders must show within a Variant Bid how changes to the Reference Bid could make their proposals affordable.

VOLUME B - BID REQUIREMENTS

TABLE OF CONTENTS

TABLE OF CONTENTS	40
B1 STATEMENT OF REQUIREMENT	42
B1.1 Overall Scope of Work	42
B1.2 General Information	42
B1.3 Definitions	43
B2.1 Format of Requirements	44
B2.2 Required Outcomes	44
B2.2.1 Local Education Authority's Objectives	44
B2.2.2 School Design Requirements	44
B2.2.3 Outline Design, Construction, Maintenance and Service Provision information to be supplied by Bidders (includes information to be supplied by the Authority)	46
B2.2.4 Quality of Accommodation	47
B2.2.5 Swimming Pools	47
B2.2.6 Facilities Management	48
B2.2.7 Scope of Facilities Management	48
B2.2.8 Professional Standards	48
B2.2.9 Overall Service Requirements	49
B2.2.10 Performance Requirements	50
B2.3 Statutory Requirements	76
B2.4 Technical & Operational Requirements	76
B2.5 Mandatory Inspections	76
B2.6 Summary Table of all Output Specification Requirements	76
B2.7 Reference Documents	76
B2.8 Call Out Service	76
B2.9 Records and Deliverables	76
B3 PROVISION OF FINANCIAL AND COMMERCIAL INFORMATION IN BID RETURNS	77
B3.1 Overall requirements	77
B3.2 Financial Model	77
B3.2.1 Model Format	78
B3.2.2 Model Contents	79
B3.2.3 Model Outputs	79
B3.2.4 Model Assumptions	81
B3.3 Bidders Financing Strategy	82
B3.3.1 Funding Structure / Financing Plan	82
B3.3.2 Equity Finance	82
B3.3.3 Senior Debt Finance	83
B3.3.4 Other Forms of Finance	83
B3.3.5 Assessment of Financial Support	83
B3.3.6 Deliverability of the Financial and Contractual Proposals	84
B3.4 The Accounting Treatment of Bids	85

B3.5	Structure and Organisation of the Project Vehicle	85
B3.6	Other Key Points	86
B3.6.1	Key Dates	86
B3.6.2	Interest Rates	86
B3.6.3	Inflation	86
B3.6.4	Payment Assumptions	87
B3.6.5	Taxation and Rates	87
B3.6.6	Sensitivity Analysis	87
B3.6.7	Cost Submission Proformas	88
	Input Cost Proformas	88
i)	Professional fees	88
ii)	Development Costs	89
iii)	Strategic Operating Costs	89
iv)	Summary Table of Construction / Refurbishment Costs for all Schools	89
	Financial Submission Requirements Proformas	90
i)	Unitary Payments	90
APPENDICES		91
Appendix B1 - Schedule of Participating Schools		92
Appendix B2 - Key Design Output Objectives		95
Appendix B3 - Enhanced Architectural Information Required For Sample Schools		106
Appendix B4 - Overall Output Specification Requirements		149
Appendix B5 - Detailed Evaluation Criteria		159
Appendix B6 - Risk Allocation Submission Schedule		168
Appendix B7 - Public Sector Comparator		173
Appendix B8 - Schedules Of Mandatory Inspections		175
Appendix B9 - Detailed TUPE Employee information		183
Appendix B10 - Reference Documents		199
Appendix B11 - Confidentiality Agreement		205
Appendix B12 - Tender Submission Compliance Schedule		214
ADDENDA		216
Addendum B1 - NPS Automatic Controls Guidance Notes		217

B1 STATEMENT OF REQUIREMENT

B1.1 Overall Scope of Work

To design, provide, and operate 78 schools as required by the Authority (Appendix B1 of this ITN) to the standards and services required in this ITN for a period of 25 years (Reference Bid) from the date of Contract Award / Financial Close (or date to be agreed).

The Authority will confirm any change to the number of participating schools to bidders. Bidders are also reminded that the Authority is providing a Data Room (Section A8.7 of this ITN).

B1.2 General Information

Volume B of this ITN sets out the services and standards required for the ongoing provision of serviced schools accommodation that are the objectives of this project. It also confirms the criteria for the construction, improvement and / or refurbishment of the schools required to enable the ongoing service standards to be met. It is for each shortlisted bidder to take a view on the initial and ongoing works required to each school in order to meet the criteria for Contract Award and the ongoing operation of the contract.

The Bid Requirements in this volume of the ITN should be read in conjunction with the instructions to bidders in Volume A of this ITN, and Volume C the Draft Project Agreement. The following bullet points describe the format used for providing information to bidders and how bids will be evaluated:

- **Bidding Process** – Bidders should refer to the specific requirements of Section A8 of this ITN.
- **Required Outcomes** – a set of overall Authority objectives, design criteria and detail of specific services that provide information on the overall requirement for this project. Bidders will need to demonstrate proposals to meet these objectives and specific requirements. Bidder responses will include design solutions, construction, maintenance and service proposals and Method statements describing how the objectives will be met. These must be cross-referenced where applicable. Responses will be assessed within the Detailed Evaluation Criteria (Appendix B5 of this ITN)
- **Output Specifications** – output requirements for each specified service. A summary table is provided in Appendix B4 of this ITN for all Output Specification requirements. The summary table will link through to the Payment Mechanism and Project Agreement. Bidders are reminded that provision of Information & Communication Technology Services is not to be included in the Reference Bid.
- **Supporting Notes** – are included for the Required Outcomes and specified services. These provide a further level of information on what constitutes the service and the applicable standards, in order that Bidders can develop their responses. Method statements are required in sufficient detail for bidders to demonstrate their approach to design and service provision and how they will meet the requirements of the Output Specifications. Responses will be assessed within the Detailed Evaluation Criteria. The proposals set out in method statements will be assumed to be the basis for service delivery that will be incorporated into the Contract.
- **Mandatory Requirements** – Statutory and other requirements regarded by the Council as an essential part of the service requirement. Bidders must confirm such requirements have been incorporated in their proposals.

The Bid requirements also set out the information required from Bidders on their financial and commercial proposals.

B1.3 Definitions

Save where the context otherwise admits or requires or where expressly defined herein, expressions in this ITN shall bear the meanings ascribed thereto in the Project Agreement forming part of this ITN.

Response Times - means the Response Times as set out in Table 2 of the Service Response Priorities in Section B2.2.9 of this ITN.

B2 OUTPUT SPECIFICATION

B2.1 Format of Requirements

As outlined in the introduction to the Statement of Requirements and Section A5.4 of this ITN, bidders are required to provide detailed bid returns which demonstrate their understanding of the project requirements and how they intend to implement those requirements. This section provides the detailed information of the outputs required for this project and includes:

- Required Outcomes for the Local Education Authority and the services to be delivered;
- Scoping notes and additional information which provide further detail on services and service provision;
- Design requirements;
- Mandatory requirements which must be incorporated in the bid; and
- Output Specifications that form the basis of the service requirements for the duration of the Contact period.

B2.2 Required Outcomes

B2.2.1 Local Education Authority's Objectives

To provide good quality facilities and services for all schools in order to enhance the educational environment.

The aims of this PFI project are to:

- Improve and then maintain standards in the school environment.
- Carry out a programme of planned and preventative maintenance to ensure the continued high quality of provision during and at the end of the contract period.
- Provide Best Value and long-term economic viability.
- Provide Facilities Management services that effectively support the educational objectives of the school (further details in Facilities Management – General).
- Allocate appropriate risks to a private sector partner.
- Incorporate current technology, including ICT, into the design and operation of the school to enhance its performance and produce efficiencies (see requirement for Reference and Variant Bids).
- Apply Local Agenda 21 sustainability issues in relation to the schools.
- Enhance the ability of schools to function as a resource for the community.

B2.2.2 School Design Requirements

The provision of school design that will inspire all who use them day-to-day, and which will also make a positive statement to the community. The design of schools must also meet all other requirements of this Output Specification in respect of technical and operational performance, compliance with regulation, safety, etc.

Overall aims to achieve:

- sufficiency (see expected school capacities in Appendix B1 of this ITN)
- condition (both now and throughout contract)
- suitability (maximise within resources available)

High Level Design Outputs

In planning developments to achieve the overall aim given above bidders should design premises that:

- facilitate effective and efficient management
- aid the employment of a full range of teaching and learning styles
- contribute to higher morale of pupils, staff and other users
- provide equality of access
- maximise the potential of the site
- are sustainable to build and operate
- demonstrate best value
- accommodate changing needs
- provide a comfortable and flexible environment
- comply with best practice and statutory regulations

Detailed design criteria in order to achieve these high level outputs are given in Appendix B2 of this ITN

Scope of design outputs

Bidders may make proposals for particular schools or parts of schools falling into 1 of 3 categories:

Category 1 – design and construction of new school buildings

Category 2 – remodelling existing areas to convert them to alternative use

Category 3 – other areas within existing school buildings

New school buildings shall meet all legislative requirements and guidance issued by the DfES and other relevant bodies. Remodelled accommodation shall meet all legislative requirements and shall meet guidance issued by the DfES and other relevant bodies where practically and reasonably possible.

Bidders should aim to maintain existing specialist facilities in schools, even where the size and nature of the school might not justify the construction of such facilities in a new school.

The requirements relating to environmental and other design outputs will apply to all of these categories unless explicitly stated otherwise.

Key Design Output Objectives

The detailed information which supports the design requirements to meet the Strategic and High Level Design outputs is set out in Appendix B2 of this ITN.

B2.2.3 Outline Design, Construction, Maintenance and Service Provision information to be supplied by Bidders (includes information to be supplied by the Authority)

General Architectural Requirements

Designs shall be developed for each school in discussion with the Council and the relevant school, based upon the design outputs and room data sheets.

The provider shall submit all planning and highways applications to Norfolk County Council. The provider shall also submit all applications for Building Regulation approvals and all statutory consents and permissions.

Architectural information to be provided as part of the bid

For all schools in the project bidders must provide sufficient information to allow schools and the Authority to properly evaluate proposals. Information required for each school will include a site plan, detailed floor plans and a statistical analysis of proposals. The level of information required will be broadly equivalent to Stage C of the Royal Institute of British Architects (RIBA) design classification.

For a sample of 8 schools in the project bidders will be required to provide additional design information. The total information required will then be broadly equivalent to Stage D of the RIBA classification. The eventual successful bidder will be expected to supply the same standard of design work for all schools as that for the sample schools in the ITN bid.

Architectural information should be supplied in electronic format as well as hard copy. More detail of the architectural information required, including supporting method statements, is given in Appendix B3 of this ITN.

Where the Authority or schools require additional oral, drawn or written information to develop, clarify or better understand the proposals the Bidder shall provide such information.

The Bidder and the Bidder's consultants or advisors may be required to make formal presentations to schools and / or evaluation teams. Such presentations will be made as part of the competitive appointment process and the Bidders may consider the use of additional presentational material advantageous. The Authority will restrict the number and frequency of any such presentations to the minimum required to satisfy the needs of competition and clarify intent.

All bidders will be expected to participate in joint bidder visits to Project Schools during the development of ITN proposals. These visits will provide schools with an opportunity to explain their aims for the future development of their schools.

All design proposals must take account of building projects by either the LEA or individual schools which had signed contracts at 24 October 2002. Bidders are advised to explain to schools how projects, which did not have a contract signed at this date, would fit within their proposals.

The Authority and schools may wish to visit schools previously designed and built by a Bidder. As a consequence each Bidder shall disclose its professional design teams and provide references of their involvement with completed school building projects.

Copyright in design, production and operational information shall remain with the appropriate authors but the Authority and / or schools shall have a licence in perpetuity to use the information for the maintenance, operation and future development of the schools.

Prior to the formalisation of the Contract the Authority will expect:

- information for all schools to the same level as initially provided for the eight sample schools; and
- full planning permission with no outstanding conditions.

B2.2.4 Quality of Accommodation

A school design that will facilitate the successful delivery of the curriculum and meet as closely as possible the requirements set out in the Output Specification.

Bidders' proposals must cover as a minimum the following requirements:

- teaching space requirements;
- non-teaching requirements, including sanitary, medical, storage and preparation areas;
- administrative accommodation;
- community facilities;
- external space;
- swimming pools.

B2.2.5 Swimming Pools

The provider shall agree with the Authority the location of all swimming pools at schools that are to be maintained as part of the contract. A list of schools with existing swimming pools is as follows:

Inside pools intended for year round use	Size	Capacity (gallons)
Great Yarmouth VA High School	23.7744 m x 10.3632 m	65,000 galls
Hobart High School	16.764 m x 6.7056 m	26,000 galls
John Grant School	4.8768 m x 4.8768 m	10,000 galls
Long Stratton High School	15.24 m x 6.096 m	26,000 galls
Necton CE First School	15.24 m x 6.096 m	22,000 galls

Outside pools intended for Summer use only	Size
Hamond's High School	15.24 m x 6.096 m
Herman Middle School	15.24 m x 6.096 m
Homefield VC First School	5.4864 m x 2.7432 m
Sporle VC First School	10.9728 m x 4.8768 m
Thurlton First School	10.668 m x 5.1816 m
Oriel High School (pool not currently in use)	

For each pool the provider should agree with the Authority a minimum amount of time that the pool will be available for use each year. The plant and equipment installed at the pool

should be designed to cope with at least the level of agreed use. The provider will have the discretion to make the pool available for a longer period – for instance for commercial use.

Where pools are included in the contract the provider shall be responsible for all maintenance issues, including maintaining the quality of pool water. All maintenance should be done to accepted industry standards. Current standards are set out in the Sport England and The Pool Water Treatment Advisory Group publications listed in Appendix B10 of this ITN. The provider will be responsible for complying with changes to these standards over time.

The provider will also be responsible for the security of the premises. The provider will only be responsible for monitoring agreed use of the pool where this use is outside core hours and has been directly arranged by the provider.

B2.2.6 Facilities Management

Provision of Facilities Management (FM) services to achieve the following overriding objectives over the life of the contract:

- agreed levels of service quality that support core educational objectives;
- a single point of contact between the school and the service provider;
- a pro-active and a responsive service within agreed timescales
- delivery that fosters measurable, continuous service improvement in line with educational objectives and Best Value.

B2.2.7 Scope of Facilities Management

Services included at the ITN stage to provide the serviced schools accommodation are:

- cleaning and waste management;
- security and health & safety;
- building, installations and asset maintenance;
- grounds maintenance;
- energy and utilities management;
- caretaking / site supervisory services;
- furniture and equipment (the main responsibility in the ITN relates to the initial provision of fixed furniture and equipment. Ongoing responsibilities for both fixed and loose furniture and equipment are limited to those which fall under other service headings, e.g. caretaking and cleaning);
- Information and Communication Technology (This is not required in the Reference Bid but would form part of a Variant Bid proposal)

B2.2.8 Professional Standards

All work undertaken by the Contractor shall be in accordance with recognised industry practices, to appropriate professional and technical standards, and shall comply with the requirements of the appropriate professional body or institution.

For the duration of the contract, the Contractor shall provide sufficient trained personnel for proper performance of its obligations under the service contract. Method Statements are required to confirm the approach to continued training and development of staff providing services under this contract.

The Contractor and its employees (or persons under their control) shall be aware of all relevant standards and any relevant new legislation.

B2.2.9 Overall Service Requirements

In order to maximise the delivery of value-for-money services, the table set out below prioritises the availability requirements for the service accommodation and the service response requirements that are required as part of the overall service provision.

Table 1: Availability priority

Priority	Description	Response requirement
1	During core hours.	The full range of outputs to be met.
2	Extensions to core hours as required by each school (see separate schedule).	<ul style="list-style-type: none"> Service provision limited to those outputs, which are necessary for the authority and schools to carry out their functions. Ability to notify the provider of any service failures which may require an immediate response.
3	Use of premises by the Authority for a purpose not connected with the school, e.g. as an emergency centre or polling station.	<ul style="list-style-type: none"> Service provision limited to those outputs, which are necessary for the Authority and users of the premises to carry out their functions. Ability to notify the provider of any service failures which may require an immediate response.
4	During periods when a school is not being used under the terms of this Agreement.	Provision for the Authority or another party (e.g. the Police) to notify the provider of any service failures or events causing service failure (including those by a third party) which may require an immediate response.

Table 2: Service response priorities

	Description	Response requirement
A	Matters giving rise to an immediate health & safety or security risk.	Respond and institute at least an interim solution within 1 hour of notification, or detection by the service provider. Permanent resolution of issues to be achieved within a further 4 hours.
B	Matters that prevent or severely inhibit a school from conducting its normal operations or impinge on the proper working of a school in relation to all	Respond and implement at least an interim solution within 4 hours of notification, or detection by the service provider. Permanent rectification to be implemented within a further 12 hours.

	its users.	
C	Matters of a routine nature.	Rectify within 7 school days of notification, or detection by the service provider.

The Authority will consider revision of these categories for specific activities only if convincing alternatives are provided which deliver better VFM.

B2.2.10 Performance Requirements

The performance standards set out in this Output Specification for FM services will be used as the basis for the performance regime to be used in the payment mechanism, the principles of which are set out in Section A6.2 of this ITN. The standards should not be seen as absolute. The agreed performance regime will permit an acceptable level of failure against some of the criteria by way of the rectification periods.

In addition to the assessment of service performance as such, the payment mechanism also considers situations when failure to deliver the specified level of service results in the partial or total unavailability of the school. In such instances, the abatement of the unitary charge will be greater than for failure of service performance alone.

The criteria for unavailability generally relate to the overriding requirements that the school building and environment comply with all statutory requirements and is secure for all users. Further information is provided in Section A6.2.5 of this ITN.

a) Cleaning and Waste Management

Required outcome

Cleaning of the school building and other identified areas in such a way as to maintain a healthy and safe environment for users; allow the school the efficient and effective operational use of facilities; promote a positive image of the school to all its stakeholders.

Scope - the service shall comprise:

- The provision of cleaning services so that all schools meet the above required outcome;
- a responsive service to maintain the use of school facilities and the safety, security and well-being of all school users, (pupils, teachers, other staff, third-party users);
- the provision of all consumables in relation to the delivery of services required by the output specifications (e.g. toilet paper, soap, handtowels etc.);
- maintenance of the external appearance of the school; and
- environmentally friendly management of waste, including close co-operation with the appropriate authority in respect of any waste disposal issues, initiatives or special removals.

General quality standards - the service provider shall:

- provide service to a standard sufficiently high enough to encourage pupils to respect their environment, to promote positive comments from visitors about the cleanliness of the school and to prevent demotivation of the school's staff;

- ensure that cleaning operations do not interfere with the educational activities of the school;
- prepare and review cleaning schedules in liaison with the headteacher or his / her appointed representative;
- ensure appropriate safety measures are taken for all cleaning tasks;
- where necessary, furniture and equipment shall be replaced in the correct position after a task is completed;
- develop and maintain an appropriate, affordable recycling policy;
- not damage or disfigure any part of the building, or its fixtures and fittings, furniture and equipment, or other facilities in the course of cleaning;
- ensure that all products are used and stored in accordance with manufacturers' instructions, and in compliance with Health and Safety Regulations and COSHH (Control of Substances Hazardous to Health) Regulations 1988; school users must not be able to gain access to these items;
- comply with Health and Safety Regulations and provide appropriate training in relation to staff undertaking cleaning tasks (e.g. window cleaning);
- where reasonably practicable, use only such cleaning products, materials and substances as are deemed to be 'environmentally friendly';
- Ensure that all equipment used in the delivery of the services meets all appropriate safety requirements.

Specific Output and Performance requirements

Service Output	Performance standard	Response priority category
To maintain a clean and tidy appearance to all schools and keep external hard surface areas and school entrances safe	<ul style="list-style-type: none"> • All areas must be kept free of a large accumulation of litter, rubbish, leaves, weeds and any other solid matter. • Interior floors and mat wells by entrances must be kept reasonably free of litter, loose dirt, debris, scuff marks, spillages, grease and other soiling. • All external and internal surfaces must be kept free of graffiti. 	
To clean glazing to maintain its transparency and appearance	Inside and outside of all glazed items (including all windows, sills, doors, panels, metal fittings and associated fittings) must be kept reasonably free of loose dust, dirt, smears, finger-marks and other marks (including graffiti) or deposits.	
To keep toilets and all other sanitary equipment odour-free, hygienic and clean for use (see	All urinals, splash plates, WC pans and pedestals, including tops and undersides of WC seats and lids, associated piping and surrounding edges and other items must be disinfected and free of ingrained and loose dust, dirt, grease, smears, finger marks and other marks (including graffiti), deposits, stains or	Also refer to FM spec.

separate checklist)	accumulations. All surfaces must be dried to enhance appearance and to reduce risk of bacterial load.	
To maintain the appearance of hard and soft floors (including stairs and landings) and keep them clean, tidy and safe.	<ul style="list-style-type: none"> All floors, skirtings, treads, risers, mats etc must be kept reasonably free of litter and loose dirt. They must, however, at all times be kept free of any substance which may be a hazard to health and safety, e.g. debris, standing water, spillage's, grease. Floors must be periodically treated in accordance with the manufacturers' instructions so that they are kept reasonably free of ingrained dirt, stains, marks and smears. 	
To provide continuous consumable supplies when school is in use.	Toilet rolls, towels, sanitary towels, bar and liquid soap etc. must be replenished to meet daily needs.	
To keep all surfaces clean and well maintained (see separate checklist).	All surfaces must be kept reasonably clean and free from all dust, loose, particulate and impregnated dirt, foreign matter, smears, stains and scuff marks.	
To dispose of waste hygienically and safely, avoid overflowing of waste receptacles and keep their interior and exterior clean.	<ul style="list-style-type: none"> Bins and other waste receptacles throughout the school site to be emptied to a frequency so as to avoid risk to health or when full. The exterior of all bins and waste receptacles must be kept reasonably free of dust, dirt, smears, finger marks and any other marks (including graffiti) or deposits. Ensure safe, hygienic and secure storage facilities are maintained for all waste collected. Ensure regular waste collection is arranged so as not to disrupt the functions of schools. 	
To minimise the production of waste and maximise the amount of reuse and recycling	The provider should propose targets for the production and reuse / recycling of waste and a robust method of monitoring the fulfilment of those targets throughout the Contract Period	

Additional information

- References in these tasks to the removal of dust, dirt, grease, marks etc. shall mean removal in such a way as would reasonably be expected from a skilled and experienced person engaged in the same type of work.

- It is for the bidders to identify how these requirements are satisfied. A distinction must be drawn between the level and type of service to be provided in and out of core time (priorities 1 and 2), when the premises are being used for non-school purposes (priority 3) and during school closure periods (priority 4).
- Services must be categorised according to whether they are daily, periodic and / or responsive - and may fall into any permutation of the three. The actual frequency must be specified, e.g. if it is intended to clean the toilets three times a day, then this must be stated by bidders.
- Bidders should take account of the differing requirements of particular zones / rooms within the school, and indicate how they will respond to these – e.g. it is expected that food technology rooms and the gymnasium will have more intensive daily requirements than, say, an ordinary classroom. Also bidders should specify how the service is to be managed during exam times.
- For those services that are categorised as being 'responsive', bidders must identify the system they will employ to respond to these situations in small schools.
- Bidders should state what storage space for cleaning materials they require within each school.

Checklists for sanitary and other items to be surface-cleaned

Sanitary equipment	Other items
<ul style="list-style-type: none"> • Sinks • Wash hand basins • Baths • Sluice sinks • Drinking fountains • Partitions • Taps (including bases) • Overflows • Wastes • Plugs and chains • Shower heads and trays • Drains • Channels • Door handles and locks • All tiled areas including tiled walls • Footbaths • All visible pipework • Any other fixtures and fittings 	<ul style="list-style-type: none"> • Table tops and items <i>in situ</i> • Desk tops and items <i>in situ</i> • Open shelves and items <i>in situ</i> • Window sills and items <i>in situ</i> • Cupboards, bookcases and items <i>in situ</i> • Filing cabinets and items <i>in situ</i> • IT equipment (dry dust / wipe only) • Photocopiers (dry dust / wipe only) • Telephones • Chairs • Skirting boards • Radiators and pipework • Pictures and picture rails • Mirrors • Hand towel, sanitary towel, soap or any other type of dispenser • Hand dryers • Doors / frames including all associated rebates, architrave's, glazing and all door furniture, i.e. door handles, door closers, kickplates, bolts etc. • Stair fittings including balustrades, stringing, handrails, stair treads and risers, etc. • Roller boards, including any connecting frames or ledges.

	<ul style="list-style-type: none">• Chalkboards and whiteboards including, where necessary, both sides and the frame / surround• Venetian blinds, curtains and blackout blinds• Lamp shades, fluorescent light diffusers and light fittings, including support chains, cables and fluorescent tubes• Fire fighting equipment• Any other fixtures and fittings (e.g. extractor fans / kitchen equipment).
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Cleaning of the school building and other identified areas in such a way as to maintain a healthy and safe environment for users; allow the school the efficient and effective operational use of facilities; promote a positive image of the school to all its stakeholders.

b) Security and Health & Safety

Required outcome

To establish and maintain a safe and secure environment for all school users and visitors during construction and operational stages, and the protection of the school buildings, its contents and the school campus at all times.

Scope

The security and health & safety requirements shall include appropriate physical, systems and procedural provisions for all project schools (detailing any school specific requirements), including initial and ongoing liaison procedures:

- security during the construction and operational stages, including site access and safety, control of contractors and deliveries to site, access arrangements, visitor management, and the prevention of crime and vandalism;
- health and safety
- school access
- fire safety

General quality standards

- The Contractor will be expected to consult the following bodies in relation to security and safety systems and operations;

Norfolk Police Force

The Police Force's Architectural Liaison Officer

The Police Force's Crime Prevention Officer

The Police Force's Crime Reduction and Community Safety Unit

Norfolk County Council

Health and Safety Officer

The Chief Fire Officer

The contracting Authority's Risk Managers

Highways Authority

Local Public and Statutory Authorities and Services Companies

- The Contractor will be expected to work with school Governors and Headteachers to promote the security and safety consciousness of all school users. This should include, for instance, liaison with the local Police Force with regard to crime prevention.
- In relation to specific crime-related incidents, the Contractor shall liaise with the Headteacher or his / her designated representative before calling the Police, unless this compromises school users materially.
- Contractor's staff must be appropriately vetted (the Authority will reserve the right to undertake its own separate vetting) and trained.
- No security measures shall contravene the requirements of the Fire Precautions Act 1971, or any other appropriate legal requirement.

- The Contractor is responsible for health and safety, including compliance with the CDM Regulations 1994, in the carrying out of all design and construction works. The Contractor is deemed to carry out these responsibilities as agent for the Authority, including the preparation of the Health and Safety file, which must be kept available and up-to-date for the Authority and school to inspect during the whole contract period.
- The contractor for any construction phase shall be the designated Principal Contractor under the CDM Regulations. A Planning Supervisor must be appointed.

Additional Requirements

The works and services specified will be undertaken in a particularly sensitive environment. The provider will be required to conform to all the relevant Health and Safety Legislation and shall be aware of the enhanced sensitivity of very young children and children with special educational needs.

The service provider shall prepare, maintain, implement and regularly review its own Health and Safety Plans and policy both on a global basis and in respect of every individual site. A security, crime prevention and fire safety manual and plan must be prepared for each individual school which must be reviewed both as part of the forward planning process and annually. The service provider shall undertake and record all necessary fire risk assessments as required by the Fire Precautions (Workplace) Regulations 1997 as revised and amended and for all other works relative to the appropriate legislation in respect of the other services to be included in the contract. All plans shall be based on a comprehensive risk assessment prepared in consultation with the Health and Safety Officer for Norfolk County Council Education Department and the provider shall be required to liaise with each individual project school for the preparation, maintenance and review of all emergency plans. All foreseeable risks and hazards shall be identified and covered appropriately by the provider and the project schools working in co-operation for all those matters for which they are responsible. All plans must include procedures to meet the provider's ongoing responsibilities shown in Output Specifications.

All procedures for all safety and security installations shall be designed and maintained in such a way as to prevent minimum disruption to the operation of the school.

The service provider shall comply with Norfolk County Council's and Statutory procedures for investigating accidents and shall undertake remedial works and / or changes to service delivery where it is determined that the provided services were contributory to the accident.

Measures for managing health and safety risks shall be incorporated where the construction works involve operations on occupied sites and premises and in particular arrangements for the control and minimisation of dust and noise. The complete segregation of the Contractor's workforce, plant and storage from the occupants of the site shall be required wherever possible.

Method statements for all temporary works must be submitted. Individual schools must be consulted on the timing and arrangements for the works and special precautions must be agreed for work within sensitive areas such as schools for pupils requiring special educational needs. Disruption to the operational requirements of the schools shall be kept to a minimum to enable effective delivery of the school curriculum.

The service provider shall plan and allow for the phasing of the works in consultation with each individual project school. Where considered necessary suitable temporary accommodation shall be provided. Where the school or part of the school is required to relocate to temporary accommodation the provider shall plan to assist the school in the removal of furniture, equipment and materials.

Any temporary accommodation shall provide a safe, comfortable and secure environment including basic services to enable the educational requirements of the school to be met. Accommodation shall be provided with facilities and services in accordance with the DfES recommended standards and the Education (School Premises) Regulations. Dining and toilet facilities shall be maintained throughout the construction phase. Accommodation for use by staff shall comply with the Workplace Regulations and be commensurate with the expectations of professional and administrative staff. Where individual classbases are provided in isolation each classroom teacher shall be provided with free access to a mobile phone for emergency use during the school day.

Specific Output and Performance requirements

Overall security needs:

Service outputs	Performance standards	Background Information
<ul style="list-style-type: none"> Provision of systems and review procedures for assessing and handling risks. Specification of how roles and responsibilities are to be allocated between the parties to the contract (e.g. evacuation procedures, including special procedures for people with disabilities). 	<ul style="list-style-type: none"> An updated assessment of the risks to be managed in relation to the school users, the buildings, sports and swimming facilities, grounds and FM services provided. All security and safety installations and procedures must be designed and maintained in such a way as to minimise disruption to teaching and administrative work, and the general use of the school. Action must be taken, within agreed response times, to address known potential hazards to the safety and security of school users. Where breaches occur persistently or an unforeseen risk materialises, appropriate action must be taken to modify systems and / or procedures to prevent recurrence. A training plan must be designed, implemented and updated to ensure adequate training is provided to all personnel engaged on a school campus in relation to security, fire safety, health and safety and emergency response procedures. A current contingency plan for handling critical incidents including school liaison procedures must be maintained. Bidders must specify training proposals to include SPV staff, contractors and client staff, where appropriate.) 	<p>Bidders must specify training proposals to include SPV staff, contractors and client staff, where appropriate.)</p>

School access:

Service outputs	Performance standards	Background information
To maintain access to and secure use of schools.	<ul style="list-style-type: none"> The contractor shall open the school to users in accordance with agreed opening times. The contractor shall ensure the building is vacant at closing time and secure the building(s) An updated management plan confirming the responsibilities of schools and the contractor to maintain access to and secure use of schools. To maintain agreed procedures for all schools for access out of core times to support meeting educational requirements. 	School opening and closing times are shown in a separate schedule.
To act as an official police-informed 'key-holder'.	<ul style="list-style-type: none"> All keys must be kept securely at all times. An up-to-date register of key-holders must be maintained at all times. The contractor shall provide the Authority and the school with one complete set of keys each at the beginning of the contract and any replacement or additional keys acquired by the contractor during the period of the contract. 	'At all times' means 24 hours a day, 7 days a week in this specific context.

Systems and equipment:

Service outputs	Performance standards	Background information
To install and maintain effective security systems and operations to meet all school and contractor requirements	<ul style="list-style-type: none"> Systems and equipment must be sufficient to protect school users, the premises, its entire contents and the grounds within reasonable limits. Any malfunctioning of security systems and equipment must be logged and remedied within agreed response times so that security and safety are not materially compromised at any time. Where necessary, interim provisions shall be made. Systems and equipment must be reviewed and updated at regular intervals during the contract period to take advantage of technological improvements and comply with prevailing good practice. 	<p>CCTV, alarm systems, automatic locks, security patrols, window shutters, defensive planting etc. are all acceptable responses to this specification.</p> <p>'Within reasonable limits' requires a systematic, transparent assessment of risks against costs.</p> <p>Bidders may offer more than one solution but must clearly state the level of cost and risks attached to each.</p> <p>Bidders must specify the frequency of equipment reviews.</p>

Fire Safety:

Service outputs	Performance standards	Background information
To maintain fire safety	<ul style="list-style-type: none"> Internal and external fire fighting appliances and equipment (hydrants) must accord with current best practice, providing maximum flexibility for future extensions. Regular fire and inspection audits must be carried out, and the results and actions taken recorded. There must be regular tests, inspection and maintenance of fire alarm systems, and wet and dry fire main installations in line with industry standards and statutory requirements. Any malfunctioning must be logged and remedied within agreed response times. A single fire evacuation procedure must be established, documented, practised and maintained for all users of the building. Appropriate locking-up procedures must be established, documented and administered in compliance with Fire Regulations. 	<p>Bidders must specify the intended frequency of inspections and audits.</p> <p>Bidders must provide method statements for the testing, inspection and maintenance of fire installations and alarm systems.</p> <p>Bidders must provide details of the structure for evacuation procedures and the process for reviewing and updating procedures.</p>

Health and safety:

Service outputs	Performance standards
<ul style="list-style-type: none"> To provide First Aid as required. To institute appropriate preventative and reactive measures to accidents resulting from the provider's areas of responsibility. To eradicate pests and vermin 	<ul style="list-style-type: none"> First Aid equipment and training must be maintained in line with H&S regulations to meet requirements for Contractor staff and visitors under the Contractor's supervision at all times and for all staff and visitors during periods when the contractor is responsible for the management of the premises. Respond quickly to risks identified elsewhere in the country. Records shall be kept of all First Aid interventions in accordance with Health and Safety regulations. A log shall be kept of any personal accidents that relate to services delivered by the contractor. An accident report must be prepared detailing the cause of each incident and any remedial actions necessary, together with the timescale for completion. Any incidence of pests and vermin must be responded to within agreed timescales.

Traffic and Pedestrian Safety:

Service outputs	Performance standards
Traffic management on school sites to maintain access, prevent accidents, and maintain security.	<ul style="list-style-type: none"> Provision of safe vehicular and pedestrian access, which includes adequate provision for emergency vehicles, delivery vehicles, buses and coaches. All parked cars on the premises must be in designated parking spaces. Malfunctioning of any equipment and barriers must be logged and remedied within agreed response time. Entrances, exits and internal roadways must be kept clear during the school's available hours.

Additional information

Bidders are advised to take account of the following in liaising with schools to establish schools' safety and security plans:

- Guidelines on Risk Management in Educational Establishments and the Alarm National Wide Network
- DfEE Building Bulletin 67: Crime Prevention in Schools
- DfEE Building Bulletin 78: Security Lighting
- DfEE Managing School Facilities Guide 4: Improving security in schools
- The Crime and Disorder Act 1998
- Local crime statistics and security trends
- The school's current Health and Safety policy
- The Cullen Report
- The Control of Asbestos at Work Regulations 1996
- The Authority's Risk Manual

c) Building, Installations and Asset Maintenance

Required Outcome

A safe comfortable environment for all schools users through provision of a complete maintenance service for all the schools facilities included within the scope of this project. The service must be designed in such a way as to minimise breakdowns and to maintain:

- The required availability of schools;
- The building elements so that the building does not deteriorate over time;
- All facilities to the required standards.

Bidders are required to produce an initial Asset Management Plan that confirms their approach to meeting the Required Outcomes.

Scope

The service covers routine operations and maintenance; day to day systems and installations inspections, monitoring and adjustments, service contracts, repairs, replacements and preventative regimes to all facilities and equipment on site.

Planned and responsive maintenance shall include, but not be limited to:

- Roofing
- Walls / external envelope
- Structural floors / ceilings
- Internal structure
- Finishes / decorating
- Internal fixtures / fittings
- Glass and glazing
- Mechanical services
- Electrical services
- Water and drainage systems
- Security and safety equipment
- Fixtures, fittings and signage
- Commissioning and testing

General Quality Standards

- Bidders are required to state the expected life of key building elements, installations and any equipment at the end of the contract in line with their construction and maintenance proposals.
- Bidders are required to state their assumptions on the life expectancy of materials and components used.

Environmental Standards Outputs

Output Required	Standard	New Buildings	Remodelled Areas	Other Areas
Acoustics	BB93	✓	✓	Halls, sports halls, drama, music and performing arts only
Daylight	BB87	✓	✓	N/A
	No rooms to be solely lit by rooflights, except multi-purpose halls, IT areas, stores and toilets	✓	✓	N/A
	Daylight quality shall support a productive educational environment and be controllable to allow ICT equipment use throughout the day and evening	✓	Teaching and ICT areas	N/A

Sunlight	Significant areas of glazing facing south, east or west	Teaching areas	Teaching areas	N/A
Ventilation	BB87	✓	✓	N/A
	Ventilation is to be provided by natural means where possible except for the following areas: Lavatory areas and all washrooms shall be ventilated by mechanical means. Fan / air movement noise shall not exceed 43dBA at 1.0m from the fan or duct grilles. Localised extraction systems in pursuit of health and safety shall be required for specialised areas for crafts and laboratory fume cupboards	✓	✓	N/A
	Localised extraction	Specialist areas, Food Technology & ICT areas and Kitchens	Specialist areas, Food Technology & ICT areas and Kitchens	Specialist areas, Food Technology & ICT areas and Kitchens
Heating And Thermal Performance	BB87	✓	✓	✓
	Mechanical cooling considered, but priority given to passive means of controlling temperature. Designers shall integrate expertise across architectural and services design and optimise life cycle costs including that of heat producing equipment	Food Technology and ICT areas and Kitchens	Food Technology and ICT areas and Kitchens	Food Technology and ICT areas and Kitchens
	Minimum 19 degrees C internal temperature for external temperatures of -3 degrees C	Teaching and administration areas	Teaching and administration areas	N/A
	Maximum surface temperature 43 degrees C for all areas	Nursery, Primary and Special Schools	Nursery, Primary and Special Schools	Nursery, Primary and Special Schools
Hot Water Supplies	BB87	✓	✓	✓
	Maximum water temperature at fittings 43 degrees C for all areas	✓	✓	N/A
	Maximum water temperature at fittings 43 degrees C for special schools, nursery and reception areas	✓	✓	✓
Lighting	BB87, BB90 and CIBSE Guide to Interior Lighting	✓	✓	✓
	Maintained illuminance of 400 lux at working plane. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - prismatic (polycarbonate) or open louvre	General teaching areas	General teaching areas	General teaching areas

	Maintained illuminance of 500 lux at working plane. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - prismatic (polycarbonate) or open louvre	Specialist teaching and administration areas	Specialist teaching and administration areas	Specialist teaching and administration areas
	Maintained illuminance of 200 lux at floor level. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - totally enclosed polycarbonate diffuser	Corridors and stairs	Corridors and stairs	Corridors and stairs
	Maintained illuminance of 300 lux at floor level. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - prismatic (polycarbonate) or open louvre	Main entrances	Main entrances	Main entrances
	Maintained illuminance of 150 lux at floor level. Luminaries – high frequency. Controllers - totally enclosed polycarbonate diffuser	Cupboards and store rooms	Cupboards and store rooms	Cupboards and store rooms
	Maintained illuminance of 300 lux at floor level. Luminaries – high frequency. Controllers - totally enclosed polycarbonate diffuser	Plant and boiler rooms	Plant and boiler rooms	Plant and boiler rooms
	Follow guidance issued by Sport England. Lighting quality shall be of a high standard to ensure visual comfort. There should be the maximum possible displacement of artificial lighting by daylight	Sports halls	Sports halls	Sports halls
	<u>Emergency lighting</u> Maintain to BS 5266; test switch adjacent to each luminaire. Assembly halls – maintained 3 hour duration. Escape routes and classrooms – non-maintained 3 hour duration	✓	✓	✓
	<u>External lighting</u> Standards should follow CIBSE guide. Allow for use by visually impaired and others with disabilities. Control by daylight sensor and time switch. Fittings should reduce light pollution by use of downward focusing. Roads and car parks - 20 lux; footways - 10 lux; steps 50 lux; entrances - 50 lux	✓	✓	✓
Power	All rooms shall have a power supply suitable to satisfy the operational and cleaning requirements of the functional space and be sufficient to enable the school to deliver the curriculum in full	✓	✓	✓

Mains distribution boards shall contain circuit breakers and / or residual current operated devices. All circuits shall be protected by a 30mA RCBO	✓	✓	N/A
Power generally shall be provided by 2 gang 13A, 3 pin shuttered switched socket outlets to BS 1363 pt 2	✓	✓	N/A
Power for ICT equipment shall be provided by 2 gang 13A, 3 pin shuttered double pole switched socket outlets to BS 1363 pt 2 with dual earth to comply with Regulation 607 of BS 7671 IEE Wiring Regulations. A minimum of 15 metres per classroom of power trunking shall be provided as specified for data wiring	✓	✓	N/A
Local isolation shall be provided to extract fans in toilet situations which are to be connected to the lighting circuits. Low voltage fans including isolation at low voltage shall be used when adjacent to wet areas	✓	✓	N/A
Local isolation shall be provided to water heaters by adjacent connection unit with flex outlet and butyl insulated flexible cable	✓	✓	N/A
Local isolation shall be provided to hand dryers with a fused connection plate at a height of 2.5 metres from floor level. Butyl insulated flexible cable enclosed in flush conduit shall be provided from the connection unit to a flush conduit box located at rear of the drier. Flexible cable in surface fixed installations shall terminate via ring bushed conduit adjacent to the drier to leave minimum cable loop	✓	✓	N/A
Extract fans to pottery kiln rooms in all buildings shall be inter-faced with the pottery kiln firing cycle with the warning light external to the room	✓	✓	N/A
Installations including switches, socket outlets, and lighting to all external and damp areas of new and existing buildings including hydrotherapy pools shall comply to BS 1362 Pt2 1995, BS 7288 1990 and IP56	✓	✓	N/A

d) Grounds Maintenance

Required outcome

Provision, maintenance and renewal as necessary of all grounds areas, external works, hard surfacing, walls, fences, gates etc., together with playing fields, all-weather sports pitches and other outdoor sports facilities. Maintenance must be to a good aesthetic standard and must ensure the grounds are safe for all users throughout the year.

Scope

The service required will include the co-ordination and provision of grounds maintenance to:-

- All grassed areas within the school site, including general amenity areas, sports pitches and athletics areas (grass, hard surfaced and sand);
- Markings, both temporary and permanent, for games;
- The setting out at the beginning, the storage at the end of the season and the maintenance of sports equipment, e.g. goalposts, nets, sight screens, cricket mats;
- All hedges and ditches;
- Any horticultural features, e.g. heather garden, herb garden, ornamental beds and environmental areas;
- Trees, including pruning etc;
- Water features, e.g. ponds;
- Play equipment, e.g. swings, climbing frames, etc;
- Pitches, including synthetic grass, artificial and rubberised surfaces;
- All walls and fences;
- Internal roads and paths (to keep clean and in good repair); and
- External works, including hard surfacing, paths, roadways, car parking areas, steps, ramps, general paving, kerbs, gullies, balustrades and external furniture.

All equipment and consumables to provide the services required are the responsibility of the service provider.

General quality standards

- All products used in connection with grounds maintenance must be used and stored in accordance with the manufacturers' instructions.
- The contractor shall ensure that it adheres to all relevant health & safety requirements such as the Control of Substances Hazardous to Health Regulations 1988.
- The contractor shall, where reasonably practicable, use only such cleaning products, materials and substances as are deemed to be environmentally friendly.
- Surface water drainage must be correctly designed and implemented, and gulleys kept clear at all times of blockages.
- All work must be carried out in accordance with appropriate British Standards and Codes of Practice.

- The contractor must liaise with adjoining owners and carry out any work to boundaries in accordance with agreed procedures.
- Any requisite approvals prior to the carrying out of works are obtained from the relevant parties.

Performance requirements

Service outputs	Performance standards	Background information
To maintain grassed areas in a neat, tidy and usable condition.	<p>All grassed areas should be kept to a height appropriate to their usage and, within reasonable limits:-</p> <ul style="list-style-type: none"> • Free of weeds, moss or extraneous growth • In healthy growth • Neatly cut to the edge of the borders • Free of litter and foreign matter such as stones, brick, glass and animal fouling • Free-draining 	<p>Available for grass cutting heights.</p> <p>Mowing, scarifying, raking & brushing, rolling.</p>
To maintain all playing fields, sports pitches and other external sports facilities	<ul style="list-style-type: none"> • All grassed areas should be maintained as appropriate for their intended sporting use • Hard and other synthetic surfaces shall be maintained in accordance with manufacturers' requirements and inspected on a regular basis • All markings to be provided in accordance with the specific sports' governing body rules, and to be visible at all times • All equipment shall be set up, taken down and stored as required and shall be maintained in a good state of repair 	
To store, set out and maintain seasonal sports equipment.	<ul style="list-style-type: none"> • Seasonal sports equipment should be set out for use at the beginning of the season and returned to storage at the end of the season • All equipment should be well maintained and available at any time during the season 	A schedule of required equipment for each school is in the data room.

<p>To undertake horticultural works to maintain a pleasing, tidy appearance and to maintain boundaries fences and gates in effective order.</p>	<p>Within reasonable limits all boundaries, trees, hedges, shrubs and other plants, fences and gates must be maintained such that:-</p> <ul style="list-style-type: none"> • They are in healthy growth • They are kept to a manageable and tidy height consistent with its intended use • They do not obstruct pedestrian or vehicular traffic routes or contact buildings • All rose beds, shrubbery, herbaceous borders, ornamental beds, hedgerows, etc. are clear of litter, weeds, leaves, suckers, dead flower heads, rubbish and other debris, and are in a neat and tidy condition • they meet the agreed individual site schedule of works for any educational environmental areas • All fences and gates are well maintained • Boundaries are designed and maintained to deter unauthorised access and retain the appearance of a well-kept school • The overall site appearance is that of a well-kept school 	<p>Pruning, tree pruning & lopping, hoeing / trimming around trees.</p> <p>Schedule available for all educational environmental areas.</p>
<p>To inspect and maintain all trees on sites.</p>	<p>In carrying out such work, the contractor shall:-</p> <ul style="list-style-type: none"> • Obtain all necessary consents for the maintenance and / or removal of trees • Carry out all works in a safe and non-disruptive manner • Carry out any reinstatement works required as a result of the maintenance and / or removal of trees • Ensure all trees are maintained so as not to cause nuisance to neighbours • Where appropriate ensure any boundary is effectively maintained 	<p>Pruning / removal of trees which are subject of Tree Preservation Orders requires specific approval from the local Planning Authority.</p>
<p>To maintain hard landscaped areas and access routes so that they are clean, tidy, free of obstruction and can be used as required in a safe manner.</p>	<p>All external hard surfaces must be kept:-</p> <ul style="list-style-type: none"> • Reasonably free of weeds, moss, lichen or any other organic growth and litter • Free-draining • Clear of snow accumulations and in an anti-slip condition 	<p>Hard surfaces are likely to include paths, roads, car parks, gravel strips and other paved areas.</p>

To maintain external play equipment.	Ensure all equipment is maintained to comply with the relevant British Standard [BS5696].	A schedule of required external play equipment for each school is in the data room.
To maintain water features so that they are clean, tidy, free of obstruction and safe.	<p>Within reasonable limits any water features should be:-</p> <ul style="list-style-type: none"> • Safe for use by children • Free of weeds, moss or extraneous growth • Full of clean water • Free of litter and foreign matter such as stones, brick and glass • Fountains and similar sources of water should be free flowing 	Note some water features are designated as educational environmental areas.
To maintain gutters so that they remain free flowing.	There must be regular removal of litter, leaves and other waste material to avoid blockages.	
To ensure that outside litterbins remain usable.	Bins must be cleared regularly to avoid litter being discarded randomly. Bins must be cleaned to avoid odours and remove bacterial growth and replaced as necessary.	

e) Energy and Utilities Management

Required outcome

- *The efficient, effective, safe and timely supply and use of energy sources and utilities (electricity, gas, water, oil etc.) in order to ensure continuing operation of all schools.*
- *Provision for the removal of all effluents including, but not limited to, sewage, run-off and waste (e.g. from science and technical laboratories).*
- *The sustainable management of energy and utilities (see also sustainability section of design criteria in Appendix B2 of this ITN)*

Scope

- Negotiate with utility service providers to deliver the school's requirements.
- Effective management of energy consumption.
- Payment of utility bills to the appropriate companies.
- Provision of all necessary diversions, reinstatements and the like, without undue disruption to school activities.
- Procurement and provision of emergency / back-up supply to agreed standards.

- The contractor will not be held responsible for the failure of service delivery due to the performance of the utility company, except in cases where the failure should have been covered by the back-up supply arrangements.

General Quality Standards

Utility provision and energy management must comply with all relevant legislation and regulations including the Health and Safety at Work Act 1974 and the Environment Protection Act 1990.

In terms of any infrastructure work, the provider must comply with the requirements of the appropriate local authorities and utility companies. All necessary statutory approvals must be adhered to.

The contractor must make provision for all necessary service intakes and meters, in accordance with the requirements of utilities providers.

Response times will need to be agreed for all maintenance work (including work on utilities).

Performance requirements

Service Output	Performance standard	Response priority category
To maintain appropriate operational water supplies to schools at all times the school is in use.	<ul style="list-style-type: none"> • Water supply at identified drinking points to be potable at all times the school is in use • No failure of supply and distribution which materially interrupts use of the school. 	
To provide for the removal of water run-off and sewage from site.	All drains, sewers and gullies to be maintained free-flowing and free from odours.	
To maintain necessary utilities and fuel supplies and distribution systems	<ul style="list-style-type: none"> • No failure in the supply or distribution which materially interrupts use of the school • Systems to be maintained in a leak-free and safe condition. 	
Management of energy and water consumption.	Bidders to make proposals on monitoring and management of consumption	

Additional information

The Authority is committed to responsible energy management and the efficient use of energy throughout its operations. It recognises that good energy management helps to protect the environment by conserving natural resources and reducing harmful emissions. The following targets for energy consumption and the production of carbon dioxide cover the whole Authority and are set by national government. Bidders proposals will be expected to meet these targets as a minimum following the initial capital upgrade phase. Proposals

should also reflect the government target to reduce carbon dioxide emissions by 20 percent by 2010.

New buildings and extensions, areas of existing buildings remodelled for alternative use or requiring major refurbishment

	Energy yardsticks pa		Cost / Pupil yardsticks pa	Cost / Performance yardsticks pa m ²	Carbon Dioxide yardsticks pa kg CO ₂ /m ²
	Fossil Fuels kwh/m ²	Electricity kwh/m ²			
Primary or Middle Schools	126	20	£17	£3.30	41
Secondary without Swimming Pools	136	22	£27	£3.70	46
Secondary with Swimming Pools	172	26	£38	£4.30	53

Areas of existing buildings to be left as existing or requiring minor refurbishment

	Energy yardsticks pa		Cost / Pupil yardsticks pa	Cost / Performance yardsticks pa m ²	Carbon Dioxide yardsticks pa kg CO ₂ /m ²
	Fossil Fuels kwh/m ²	Electricity kwh/m ²			
Primary or Middle Schools	137 - 189	20 - 27	£23 - 32	£3.30 - 4.60	41 - 57
Secondary without Swimming Pools	151 - 204	22 - 31	£38 - 52	£3.70 - 5.10	46 - 63
Secondary with Swimming Pools	172 - 221	26 - 33	£46 - 59	£4.30 - 5.40	53 - 67

f) Caretaking / Site Supervisory Services

Required outcome

Provision of controlled access to the school and its environs for school users and visitors; liaison with the on-site client; the undertaking of ad hoc tasks which ameliorate the smooth day-to-day running of the school; ensuring the efficient and effective operational use of school facilities; promotion of a positive image of the school to all stakeholders.

Scope

Caretakers may be involved in a wide variety of tasks. Many of these will relate to the delivery of other services, such as cleaning, security and building maintenance. However, a caretaking service needs to be flexible to meet the required outcome shown above. Examples of the types of work currently carried out by caretakers in schools are shown below. This does not purport to be a complete list of all possible duties.

- Security and key holder
- Managing heating and lighting
- Overseeing and / or undertaking cleaning

- Health & safety duties, e.g. visual inspection of emergency lighting
- Monitoring / managing access to premises, e.g. by contractors
- Portage, including deliveries to school and movement of furniture
- Outside duties, e.g. removing litter, gully and drain clearance, clearing / treating snow
- Building maintenance and decoration
- Banking monies, e.g. school meal funds
- Managing lost property
- Lettings
- Budgeting for and managing consumables
- Swimming Pool maintenance
- Overseeing the collection / disposal of waste
- Supervising arrival and departure of school buses
- Managing school minibus
- Responsible for budget for consumables
- Basic maintenance of furniture and equipment
- Monitoring usage of fuel / water etc

The contractor shall determine the overall proposals for the provision of caretaking and site supervisory services to all schools in the contract and, within those proposals, in consultation with each school, determine the precise duties, on a site by site basis, of the caretaking and site supervisory functions. The Bidder should clearly state in the bid any intention to limit the scope of the caretaking service.

g) Furniture and Equipment

Required outcome

Initial provision of fixed furniture and equipment in new and remodelled accommodation to meet the educational needs of the school.

Scope

The service covers the purchase and installation (including provision of training where required) of furniture and equipment in new areas of schools and areas remodelled for a change of use.

Sample room data sheets will be provided for primary and secondary standard classrooms. These are only intended as a guide to requirements in standard rooms. Requirements for specialist classrooms and other areas of the school will be different. Bidders are expected to make specific proposals for the furniture and equipment that they intend to supply for each school.

Additional information

The Bidder shall comply with all statutory obligations and accord with industry best practice in the provision of furniture and equipment.

Fixed furniture and equipment for the purposes of this contract relates to any items which are fixed to the walls, floors, ceilings, or other surfaces. This would include, for instance:

- wall mounted white boards;
- display boards and display shelving;
- fixed library shelving;
- fixed benching and equipment for specialist teaching rooms;
- fixed stages in assembly hall;
- fitted storage cupboards and general shelving;
- notice boards in corridors and common areas;
- fitted seating to reception areas, common rooms etc.;
- changing room benches and coat hooks;
- cloakroom fittings;
- window blinds and curtains, with blackout capacity in some rooms as required;
- stage and other curtains;
- floor coverings as appropriate; and
- outdoor equipment such as benches and climbing frames

In some cases a school's needs may be met through the use of either fixed or movable furniture and equipment, for instance movable science modules might be used in a lab in place of fixed modules. Where a Bidder proposes in such a case that a school's needs will be met through the use of movable furniture and equipment the Bidder will be expected to initially supply this furniture and equipment.

The Bidder will not be responsible for the maintenance and replacement of furniture and equipment, whether supplied by the Bidder or already at the school. The Bidder will be responsible for work relating to furniture and equipment covered by other output specifications, e.g.:

Caretaking

Bidder to be responsible for minor maintenance normally expected of a caretaker, e.g. tightening screws on furniture. Also responsible for moving, storing and disposing of furniture and equipment.

Cleaning

Bidder to be responsible for all cleaning in the school

Decoration

Bidder to be responsible for all decoration in the school. This will potentially include removing and re-securing fixed furniture and equipment.

Testing and servicing

Bidder to be responsible for all testing and servicing listed in Appendix B8 of this ITN. The Authority would be interested in proposals by the bidder to offer a complete package of testing to the school, e.g. including portable appliance testing.

h) Information and Communication Technology (ICT)

[Note: This output specification is not included in the Reference Bid requirements.]

Background

The Authority will consider proposals from Bidders for ICT service provision as part of a Variant Bid. Any such proposal would be on the basis that ICT provision is separable from the main contract. The length of any ICT contract would be likely to be between 5 and 10 years.

This Output Specification forms the basis for a full ICT service within schools. Bidders are free to propose an ICT service that meets only certain elements of this Output Specification. Bidders are advised to discuss their bidding intentions with the County Council's Project Team at an early stage.

Required outcomes

- *Raise general educational standards.*
- *Enhance and enrich the curriculum in order to make learning more attractive.*
- *Improve computer literacy for pupils, teachers and other users.*
- *Encourage lifelong learning to take place outside school hours.*
- *Integrate management information systems with classroom practice.*
- *Streamline management and administrative work of teachers and other staff.*

Bidders should consider their approach to these required outcomes and state how they expect to measure whether these have been achieved, e.g. through testing, 3rd party evaluation, etc. Bidders should also clearly state any areas where their proposals are likely to impact on existing management or administrative procedures.

Scope

The managed ICT service is to encompass provision and support of the following:

- Full network within the school.
- All ICT equipment and materials. This will include educational equipment primarily designed to be used with a network.
- All agreed software.
- Ensuring data integrity and security.
- Maintenance and refreshment of all hardware and software to allow an effective response to changes in educational requirements.
- Professional development of staff.

The Authority has an existing contract for the provision of a Virtual Private Network to all schools. Bidders who wish to include a proposal for such a network should discuss this with the Authority Project Team.

Performance requirements

Service Output	Performance standard	Background information
Full network within the school with remote access capability		
To provide a network covering the entire school capable of carrying data, voice and video.	<p>Installation of a satisfactory, tested network, that allows for future expansion and equates to prevailing best practice.</p> <p>Compliance throughout the contract with standards specified by the National Council for Educational Technology (NCET) and other industry standards.</p> <p><i>Services are to be routed and segregated to avoid interference between power and ICT lines.</i></p>	<p>The PSP should provide all hardware and equipment, but this will remain the property of the school at the end of the contract.</p> <p>The Authority would be particularly interested by proposals to integrate provision of a telephone system into the ICT network.</p>
To provide a full network support service and network access from within the school during priority 1 and 2 periods	<p>Agreed targets to minimise downtime.</p> <p>(use current measures and requirement to stay in line with industry standards)</p>	<p>Authorised users should be able to access the network and full support.</p> <p>The Contractor will be required to upload data regularly to the Virtual Private Network to allow users remote access.</p>
To use appropriate hardware and software to minimise access times to load software, load and save files and access the Internet.	<p>Agreed access times.</p> <p>(may differ for different age groups / curriculum activities).</p> <p>(use current measures and requirement to stay in line with industry standards)</p>	
All ICT equipment and materials		
Provision of access to the network for all pupils.	<p>To provide a ratio of 1 computer to 8 pupils in primary schools and 1:5 in secondary schools.</p> <p>The type and location of computers should be agreed with schools.</p> <p>All classrooms should have a data projector or some other means of allowing all pupils access to material stored on computers.</p>	<p>Siting of equipment should use ergonomic criteria to ensure that typing, visual and seating positions are appropriate for a mixed user group of children and adults (including disabled).</p>

To provide suitable equipment and peripheral devices over the life of the contract to support curricular and management needs.		The contractor should state the provision to be given at the start of the contract. The need to refresh provision during the contract is dealt with below.
All agreed software		
Provision and support of all curriculum, management and administrative software.		The contractor should supply support for both existing and future agreed software (a list of existing software is in the Data Room).
A strategy for agreeing future software needs with schools and the LEA.	Software to be installed within an agreed period of request.	
Data integrity and security		
To transfer data satisfactorily from existing to new systems.	The transfer should incorporate procedures to ensure the integrity of all transferred data.	All data remains in the ownership of the school and the authority.
To ensure integrity of data on an ongoing basis.	No data loss will be acceptable.	Contractor needs appropriate data back-up procedures & disaster recovery plans.
To prevent unauthorised access to data.	Compliance with all current and future data protection legislation.	Contractor needs appropriate procedures for audit authorisation and authentication
ICT maintenance and refreshment		
To maintain all aspects of ICT.	(agreed standards for, e.g. installation timescales, data integrity, network downtime)	
To develop an appropriate strategy for refreshing provision over the life of the contract.	ICT provision to equate to prevailing good practice in schools and industry / NCET standards.	Bidders must state how change will be handled. Procedures for ICT change need not be the same as for the services covered by the main PFI contract.
Staff development		
To provide technical training for all teachers and other staff using computers.	The delivery of agreed training throughout the contract, which shall include induction for new staff and training on all new software.	Bidders need to give an outline of training programmes which are appropriately 'refreshed' over time. Proposals for professional development of staff in the best use of ICT would be welcomed in addition to technical training.

B2.3 Statutory Requirements

All relevant statutory requirements are to be complied with.

B2.4 Technical & Operational Requirements

The evaluation of bids will be carried out by a Technical Evaluation Team in accordance with the evaluation process described in Section A9 of this ITN. The Technical and Operational (Service Delivery) section of the Evaluation Criteria is sub divided into a number of subject headings. Each subject has a number of criteria against which bids will be evaluated. These are set out in Appendix B5 of this ITN.

The Technical Evaluation Team will require the detailed method statements and design and construction proposals as required in this ITN. Bidders are asked to ensure they have completed the Tender Submission Compliance Schedule that is set out in Appendix B12 to this ITN.

B2.5 Mandatory Inspections

Detailed schedules of requirements are set out in Appendix B8 of this ITN.

B2.6 Summary Table of all Output Specification Requirements

Appendix B4 of this ITN lists the detailed Output Specification requirements.

B2.7 Reference Documents

A list of relevant legislation and guidance is included in Appendix B10

B2.8 Call Out Service

Bidders are required to submit proposals in their Bids confirming the services they will provide in response to calls from the Authority and / or project schools. Responses to calls from other parties e.g. the public and emergency services should also be anticipated. Proposals will need to recognise that calls, particularly those covering emergency issues will need a 24 hour response system.

Bidders are required to confirm how the service will operate and the use of any call centre operation and method of recording.

B2.9 Records and Deliverables

To ensure that the specified service has been delivered and that all contractual requirements have been met, the Contractor must have an effective system of recording required information. Information will be required throughout the contract period for many reasons, e.g. to support payment of the Unitary Charge, asset management and Best value requirements.

Bidders are required to demonstrate in their Bids how these requirements will be met.

B3 PROVISION OF FINANCIAL AND COMMERCIAL INFORMATION IN BID RETURNS

B3.1 Overall requirements

All bids must be fully priced, but such prices will be subject to clarification of matters of uncertainty. As part of the ITN bid return Bidders are required to submit financial and commercial information. The format for bid return is set out in detail in this section. The requirements include:

- Provision of a Financial Model, including specification of the following
 - Model Format
 - Model Contents
 - Assumptions
 - Model Outputs
- Bidders Financing Strategy
 - Funding Structure
 - Equity Finance
 - Senior Debt Finance
 - Other Forms of Finance
 - Assessment of Financial Support
 - Deliverability of Financial and Contractual Proposals
- Compliance with the requirements of FRS5
- Structure and Organisation of the Project Vehicle
- Other Key Points
 - Key Dates
 - Interest Rates
 - Inflation
 - Payment Assumptions
 - Taxation and Rates
 - Sensitivity Analysis
 - Costs Submission Proformas

B3.2 Financial Model

Bidders are required to submit financial projections for each bid for each contract year (including construction and operation) in the form of a computer model. Any bid will be invalidated if not accompanied by a computer model as required.

The computer model will, subject to necessary amendments following clarifications, become the financial model as defined in the Contract and will be independently verified prior to Contract Award. Given that due diligence is likely to be carried out at Successful Bidder stage prior to Contract Award

/ Financial Close, Bidders are required to accept pricing risk should the model audit indicate an incorrect price.

The requirements for bids to be returned are set out in Sections A5 to A8 of the ITN. This includes the requirement to submit two disk copies of the financial model. In addition, a full hard copy print of all model sheets is required with each disk. The disks must be free of viruses and compatible with Microsoft Excel 97

B3.2.1 Model Format

The building of the financial model is at the Bidders risk. The model should, as a minimum comply with the following technical requirements:-

- Be expressed in pounds sterling and be able to be presented in real and nominal terms;
- Be accessed without password or provided with the password disclosed;
- Contain no protected macros;
- Include a print option macro;
- Have no hidden cells or rows (or these must be capable of being unhidden);
- Must be free of errors, including circular references and cell errors;
- Must provide reasonableness checks to test the validity of the model;
- Must allow the Authority to test the validity of the sensitivities provided and allow other elements of the bid to be investigated by permitting the user the ability to perform sensitivities on the input data;
- Must allow the user to employ investigative tools within Excel in particular the (Auditing functions) and any cell / sheet / workbook protection to be overcome, to enable full and unhindered investigations of the model;
- Must provide capacity and flexibility to switch between financing alternatives;
- Must be capable of running different inflation rates including +/- 0.5% from the assumed inflation rate; and
- Must be accompanied by a specification booklet that provides the following information including all appropriate instructions for the use of the model including:-
 - How changes to input variables should be entered;
 - How the model should be run once changes to input variables have been made;
 - Details and explanation of any macros contained in the model;
 - Information on any specific print reports, print macros or other model reporting capacities;
 - Contents lists of the sheets included in the model, the data contained therein, their function and their relationship with other parts of the model; and
 - Details of any complex or unusual formulae;
- The model should be in accordance with UK Generally Accepted Accounting Practice

B3.2.2 Model Contents

As a minimum the model must contain the following and also meet the specific output requirements listed in Section B3.2.3 of this ITN:-

- Financial projections (all costs and all revenues) on a semi-annual basis from the commencement date (including the development period) to the end of the concession;
- Input schedules detailing all project costs during the operational period, including development and construction. It must include irrecoverable VAT where applicable;
- Input schedules detailing all Project specific assumptions made;
- Input schedules detailing all Economic Assumptions Made;
- Fixed asset schedule detailing additions, disposals, and depreciation;
- Projected Profit and Loss Accounts;
- Balance Sheet Projections;
- Cash Flow Projections;
- Summary of the Sources and Uses of Funds;
- Calculation of Project Returns;
- Schedule of funding arrangements for all funding types, including drawdown profile on a monthly basis, repayment, maturity and associated fees, margins, etc;
- Cash Cascade in order of seniority consistent with any funding term sheets;
- Schedule of Termination Payments that would be payable under all termination scenarios and at all payment dates, as far as they can be determined in advance (i.e. assuming no market value adjustments);
- Schedules of Authority Payments;
- Schedules of project returns, ratios, etc;
- Schedules for any information not covered elsewhere;
- A schedule of payments setting out expected dates and the amount to be paid by the Authority in real and nominal terms;
- The timing of equity injections and details of phasing if applicable, plus the timing and value of any dividends payable; and
- Summary of costs including design and construction costs, development costs, life cycle costs and services expenditure.

B3.2.3 Model Outputs

The financial model outputs must include:-

- Summary Financial Statements, in nominal terms only, for each year of the Contract Period up to the end of the concession, in accordance with UK Generally Accepted Accounting Practice (GAAP);
- Development costs analysed into the constituent elements including lenders due diligence, lenders legal costs, Special Purpose Vehicle bid costs etc;

- Construction costs (at the Bidders estimated construction out-turn price at financial close) analysed into internal and external costs to include the costs pro-formas as detailed in Section B3.6.7 of this ITN.
- Lifecycle costs analysed into categories and presented in both real and nominal terms;
- Facilities Management costs analysed into categories and presented in both real and nominal terms;
- Other operating costs including overheads and management and presented in both real and nominal terms;
- Summary of each of the key cost areas detailed within the model and presented in both real and nominal terms;
- Income from third party revenue generation analysed by activity including capital and revenue flows, overage payments where relevant, revenue or profit share payments where relevant;
- Drawdown schedules for all funding instruments including dates and amounts;
- Repayments schedules and amount of debt service of all funding instruments in nominal terms;
- The timing of equity injections and details of phasing is applicable plus the timing and value of any dividends payable;
- Summary of any reserves showing their application, timescales and investment returns;
- Pre and post tax project IRR before financing in real and nominal terms;
- Blended return on equity and sub-debt in both real and nominal;
- Return on Equity in both real and nominal terms;
- Return on sub-debt in both real and nominal terms;
- Debt to equity ratio from Financial Close, end of construction period and project completion, defined as total financial debt divided by shareholders funds;
- Weighted average cost of capital;
- Nominal and Real, Debt Service Cover Ratio, Loan Life Cover Ratio and Project Life Cover Ratio for each six monthly period with minimum, actual and average ratios;
- Any other ratios that are considered relevant to the proposed financial structure;
- Identification of any reserves, their application, timescales and details of investment strategy;
- Schedule of Authority payments setting out the date of payment and the amount of payment in both real and nominal terms;
- NPV of Unitary Charge payments assuming 100% performance. The NPV calculation shall be discounted back to financial close at 6% real;
- NPV of Unitary Charge payments assuming anticipated performance. The NPV calculation shall be discounted back to financial close at 6% real; and
- The model should include a reconciliation of NPV's as follows:

Item - NPV of	£ million
Cash Revenues	
Initial Capital Expenditure	
Replacement Capital Expenditure	
Operating Expenditure	
Taxation	
Debt Financing Costs	
Equity and Sub Debt	
Reserves and Cash Movements	

B3.2.4 Model Assumptions

A full description of all the assumptions underlying the financial projections must be submitted with the model. This should be provided electronically (on disk) in booklet form supported and cross-reference to the financial model. The assumptions made in the following areas must be addressed:-

- Commencement date;
- Applicable Milestone Dates;
- Issue of Completion Certificates;
- Macro-economic assumptions including interest rates;
- General Inflation assumptions for each year of the Contract Period;
- Specific Inflation assumptions where they relate to specific components of expenditure or revenue for each year of the Contract Period;
- All asset costs (including land) and workings detailing acquisitions, disposals, repair and maintenance programmes in relation to the project;
- Depreciation for each category of fixed asset included in the model;
- Development Costs;
- Operational Costs;
- Working capital requirements;
- For each source of finance the associated funding assumptions including the drawdown timetable, grace periods, repayment schedules, debt maturity profile, margins, bank arrangement and other fees, due diligence fees (all crossed referenced to the term sheets) and any variations to fees or margins over the life of the loan;
- Tax, deferred taxation, capital allowances and deductible expenses (differentiating between up-front capital and life-cycle capital) categorised according to the various types of allowance. Stamp Duty. The basis of the taxation charges including assumptions made for qualifying expenditure must be clearly stated;
- The extent to which the use of group or consortium relief for taxation purposes has been reflected in a reduction of the service charge;
- Assumptions in relation to the VAT liabilities and recoverability;
- Assumptions on the provision of reserves and any investment strategy associated with any reserves or surpluses incorporated into the model;

- Assumptions on third party income (if any) setting out the share of the income that will be passed to schools or the Authority, the mechanism proposed, the mechanics of the calculation, and the timing of the payments. If the bidders are guaranteeing any third party income this must be stated explicitly;
- Assumptions on the profiling of the unitary charge including any early years profiling;
- Assumptions used in calculating anticipated performance including dividend payment profiles and any ratios or performance measures included in the model; and
- Assumptions in relation to accounting policies and how these have been reflected in the assumptions made in the model

B3.3 Bidders Financing Strategy

B3.3.1 Funding Structure / Financing Plan

The Authority requires assurance that the funding structure proposed by each Bidder would ensure that a Contractor will be appropriately structured and capitalised. The Authority would like to receive bids that provide for flexibility of funding to maintain competition between funder and between funding options for as long as possible to achieve value for money. Bidders are required to provide details of their proposed financing plan so that the Authority can satisfy itself that the proposals are capable of attracting finance on satisfactory terms. This plan should be fully reflected in the details of the financial model.

Bidders are required to submit a detailed financing plan setting out how the project will be financed at each stage. Any funder information included in the Bid Submission should be supported by appropriate letters of support, or other documentation, from the funders. The financing plan must contain:-

- Details of each source of finance, including (but not limited to) equity, commercial bank debt (including standby facilities), subordinated debt, capital markets debt, multilateral finance, variation facilities, and internally generated funds (separated into interest earned on deposits, reserve accounts, and third party income). Bidders must also set out all assumptions concerning refinancing during the Contract Period.
- Details (including, where applicable, copies of all relevant agreements) of the extent of support (including performance guarantees) to be provided in respect of the obligations and liabilities of the Special Purpose Vehicle by each of the Special Purpose Vehicle's shareholders, the parent company of each shareholder, the ultimate parent company of each shareholder and third parties.
- The principal terms and conditions for each source of finance to be raised. Bidders must explain the likely impact upon the Unitary Payments from alternative funding structures proposed.
- An organisational diagram of the corporate structure showing the funding relationships proposed in the financing plans.

B3.3.2 Equity Finance

The following information in respect of each class of equity or quasi equity (e.g. subordinated debt) of the company undertaking the project:

- Identity of Investors;
- Amounts to be provided by each investor;

- Terms and conditions of subscription, including anticipated returns;
- Dividend rights attaching to any shares;
- Other rights attaching to shares;
- Dividend policies;
- The extent to which funds are committed; and
- The length of time the funds will remain in the project vehicle.

Any anticipated changes in the total amount of equity finance throughout the life of the project should be specified.

B3.3.3 Senior Debt Finance

The following information should be provided in the form of detailed Term Sheets from funders for each lender, arranger, of each class of debt (including lease or bond finance, use of swaps or interest hedging investments and any bank, or other guarantees, or credit enhancement structures) issued for the project:-

- Identity of each lender;
- The amounts to be provided by each lender;
- Terms and conditions attached to each loan;
- Drawdown vehicle;
- Repayment schedule;
- Security required;
- Interest rates specifying Base Rate margins, credit spreads and MLA
- Buffer and hedging instruments costs;
- Covenants;
- Default clauses;
- Conditions Precedent;
- Extent to which funds are committed; and
- Any other information relevant to specific forms of debt finance.

In the likelihood that the Bidder's funder will require a Direct Agreement, a summary of the key requirements are to be provided.

B3.3.4 Other Forms of Finance

Should forms of finance envisage being used in the project other than debt and equity Bidders are required to provide details on a similar basis to that requested for debt and equity finance.

B3.3.5 Assessment of Financial Support

In order to assess the commitment and deliverability of Bidders financing proposals, the following information is required:-

- For each equity investor, information on the availability of equity finance and if being funded from internal sources that adequate funds are available.
- In the event of any debt or equity finance being guaranteed by a shareholders parent company, written confirmation is required from the parent company, stating it is willing to provide a parent company guarantee in relation to the availability of the finance required for the Project, and that it has adequate funds available.
- In the case of equity finance being raised from external sources, the proposals should be specified and written confirmation from the external sources provided as to their willingness to provide funding. The Authority reserves its right to enter into a direct contact with third-party equity providers to confirm their willingness to provide funding.
- In respect of debt finance the proposals should include provision of indicative term sheets and letters of support from debt providers. These documents should clearly show the information on which a decision has been made to provide finance. They should also confirm the providers willingness in principle to make a committed offer on the basis of the Project Agreement (including the Payment Mechanism), except for any qualifications. This commitment will be conditional only on due diligence and funder credit clearance once successful Bidder status has been confirmed.
- Statements of support provided by funders / equity providers must indicate the funders commitment to the project and state that the funders / equity providers have accepted the Financial Models.

In meeting the requirements outlined above in respect of term sheets and letters of support, any responses are required to confirm any conditions which need to be satisfied in order for the offer to be effective, particularly with regard to:-

- any amendments to the proposed Contract;
- any conditions placed on the sponsors;
- any conditions involving actions by third parties, including a full description of any due diligence required; and
- a programme setting out the timescale for agreeing all matters relating to the funding from the appointment of Successful Bidder through to Contract Award / Financial Close.

B3.3.6 Deliverability of the Financial and Contractual Proposals

Before the selection of a Successful Bidder, the Authority will require sufficient proposals to be confident that in moving to the selection of Successful Bidder, no material changes (except for changes in interest rates) will occur to the basis of the bid prior to Contract Award / Financial Close, and that procurement can be achieved within the specified timeframe. It is for Bidders to take a view when submitting their proposals how that level of confidence can be achieved and demonstrated. Bidders may wish to take into account the factors that the Authority will consider in making that selection. They include:

- Clear acceptance by bidders and funders of, or proposed modification to, the legal terms (including payment mechanism provisions);
- Evidence from funders of their acceptance of the proposals and their capacity and willingness to provide finance on the terms stated;
- Evidence there will be no amendments to the risk allocation by bidders and / or funders; and

- A statement that no upward adjustment to the price will be made as a result of errors or omissions.

In requiring a high level of confidence on the deliverability of the Bidder's financial and commercial proposals, the Authority recognises that funders will not have carried out a full legal and technical due diligence prior to selection of a Successful Bidder. Bidders are required to provide details of the due diligence work carried out and how the remaining work will be programmed at Successful Bidder stage through to Contract Award / Financial Close in order to meet the programme timetable requirements.

B3.4 The Accounting Treatment of Bids

The revised Treasury Taskforce guidance "Private Finance Technical Note No 1 (Revised) on how to apply the Accounting Standards Board's Application Note for Financial Reporting Standard 5 ("FRS5") – "Reporting the Substance of Transactions" will be used to determine the accounting treatment of Bids and will form part of the Evaluation. It is a requirement in proceeding to Preferred Bidder and conditional on Contract signature that the Assets are regarded as not on the Council's Balance sheet.

A preliminary accounting analysis by Ernst & Young reveals that the project could potentially be "off balance sheet". However a full quantitative analysis of risks and their financial impact on the PFI's expected returns is yet to be carried out. Bidders will be asked to assist the Authority and its advisers in this analysis in due course.

B3.5 Structure and Organisation of the Project Vehicle

The Authority requires the Bidders to provide information to demonstrate the structure and organisation of the proposed project vehicle as comprehensively as possible. It should include:

- Details of the company / project vehicle with which the Authority will be contracting including its actual or anticipated registered name;
- Details of the proposed legal and constitutional structure of the proposed project vehicle;
- Details of the ownership of the company / project vehicle through to the ultimate holding company. Information should also be provided on other group relationships that may have a potential impact on the proposed project vehicle;
- Information and explanation of the financial framework, especially in relation to the equity holdings by the consortium members and any third party companies in the proposed project vehicle. This should include both the initial and long term positions;
- Details of the terms or anticipated terms of any shareholders agreements;
- Describe the protection that the Authority will have in the event that any member of the consortium withdraws, goes into liquidation or is taken over;
- Details of the current commitment of the consortium collectively or the consortium members individually in pursuing other projects, including previous or current PFI schemes. (Bidders may refer to the information returned in the PQQ provided that this is current and it is clearly indicated what information is additional);
- Evidence of the previous experience of the project vehicle and / or consortium members in working together on PFI or similar projects (Bidders may refer to the information provided for the PQQ updated as appropriate);

- Identification and details of all the principal contractors to the project and their anticipated role in respect of this project. Where available or appropriate additional supplementary information should also be provided on the contractors relevant experience where this is additional to that provided in the PQQ;
- Details and explanations of sub-contracting arrangements as far as is practicable with identities of sub-contractors anticipated;
- Details of the proposed arrangements within the consortium to manage the negotiation and delivery of the project to financial close;
- Details of the proposed arrangements within the consortium to manage the interface with the Authority at each stage of the project;
- Details of the proposed organisational relationships of the consortium both during the developmental and operational periods of the contract; and
- Details of the management arrangements proposed during the developmental and operational periods of the project to ensure that the consortium can effectively manage and deliver the project

B3.6 Other Key Points

B3.6.1 Key Dates

Bidders should assume for the purposes of their bids, that Contract Award / Financial Close will occur on 15 December 2003

B3.6.2 Interest Rates

Bidders are asked to make a clear statement of their proposed interest rate hedging strategy. Two weeks before the due date for submission of ITN bids, Bidders will be issued with a table of the LIBOR interest rate, interest swap rates and gilt yields to be used as the cost of funds for senior debt. These rates must be used in the calculation of the unitary charge to eliminate any pricing differential between bids based on Bidder's expectations of market conditions.

Bidders should also include any credit spread, funders' margins, MLAs, and other adjustments to interest rate costs that they consider appropriate and include explanations of these within their bid. Bidders should confirm that any omissions related to other adjustments to interest rates would remain a private sector risk.

The Authority will take interest rate risk and benefit between the period of bid submission and financial close. Bidders will take risk and benefit in interest rates thereafter, subject to agreement on the allocation of benefits of any refinancing gain.

Details should be provided of the cost and timing of the interest rate hedging strategy that Bidders have allowed for in the financing.

B3.6.3 Inflation

It is assumed that financial close will take place on 15 December 2003, and in the event of any slippage in the project timetable can take place no later than 31 March 2004. On this basis the indexation, which shall be compounded on an annual basis, would be applied for the first time on 1 April 2005. The basis of indexation for the Reference Bid will be RPI.

Ongoing indexation will occur on the 1 April of each year following contract signature and will be based on the change in RPI between February of the year of indexation and February of the previous year. Bidders should indicate whether any element of the unitary charge is to remain fixed and not subject to indexation and if so what percentage of the unitary charge this will be.

The risk of any changes in inflation for the period between bid submission, and financial close will be borne by the Successful Bidder. The bid assumptions on indexation will be incorporated in to the Contract.

In order to establish a common basis for bid evaluation the Authority will assume RPI to be 2.5% for the life of the operating period. Bidders should therefore submit their financial model with an index assuming RPI to be 2.5% for the purposes of the unitary charge indexation. Bidders should form their own view for the inflation rates to be used for the underlying costs and revenues.

B3.6.4 Payment Assumptions

The invoiced amount will be the Monthly Unitary Charge adjusted for any Unavailability and Performance Failure Deductions as set out in Section 6 and 7 of Schedule 7 of the Project Agreement. The invoiced amount will be paid within 20 working days of receipt of an undisputed invoice for the service provided.

Any disputes relating to the invoice will be dealt with as set out in Schedule 7 of the Project Agreement. The aim is to resolve any disputed invoices effectively and expeditiously.

B3.6.5 Taxation and Rates

The Bidder will be responsible for all of its liabilities in respect of taxation and VAT. The Authority will be responsible for Business Rate charges.

B3.6.6 Sensitivity Analysis

The Authority may request bidders to carry out sensitivity analysis and provide the results. Sensitivities which may be required to demonstrate the impact of change include:

- Capital cost variations;
- Operating cost variations;
- Maintenance, service costs, and life cycle costs;
- Reduction in performance levels;
- Interest rates;
- Taxation;
- Changes in working capital requirements;
- Indexation and inflation; and
- Changes in financing structure

The analysis may require multiple scenarios.

B3.6.7 Cost Submission Proformas

The following cost proformas should be incorporated and submitted as part of the bid return.

Input Cost Proformas

i) Professional fees

	Analysis of Professional Fees		
		At annual intervals	
		For each Construction year	For subsequent years
	Architects		
	Structural Engineers		
	Services Engineers		
	Quantity Surveyors		
	Other Cost Consultants		
	Project Management		
	Legal Fees		
	Site Supervision and Inspection		
	Bank Due Diligence Fees		
	Technical Fees		
	Financial Fees		
	Audit Fees		
	Bank Arrangement Fees		
	Cost of Approval / Consents		
	Other (please specify)		
	TOTAL PROFESSIONAL FEES		

ii) Development Costs

Development Cost Item As at [insert]	Cost £'000
SPV set up costs	
Consortium financial	
Consortium legals	
Consortium tax	
Consortium overhead recovery – initial	
Consortium overhead – construction	
Employers agent	
Bank – arrangement fee	
Bank – legals	
Bank – financial audit	
Bank – valuation	
Bank – monitoring	
FM set up costs	
Insurance	
Other	
TOTAL	

iii) Strategic Operating Costs

Cost Item	Cost £'000
Management	
Direct Provision of Services	
Sub Contracted Services	
TOTAL	

iv) Summary Table of Construction / Refurbishment Costs for all Schools

		Cost £'000
1	New buildings & extension	
2	Remodelling existing buildings for alternative use	
3	Refurbish existing buildings	
4	Furniture, fittings & equipment	
5	ICT provision	
6	Demolitions and site clearance	
7	Siteworks	
8	Drainage	
9	External services & utilities charges	
10	Enabling works and temporary works	
	TOTAL	

Financial Submission Requirements Proformas

i) Unitary Payments

Comparison of Real and Nominal amounts by year

Payment Year (ending [insert])	Unitary Payment: Real £'000	Unitary Payment: Nominal £'000
As at [insert]		
Financial Close ([insert])		
Services Commencement Date [insert]		
<i>Fiscal Years</i>		
1		
2		
3		
4		
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APPENDICES

Appendix B1 - Schedule of Participating Schools

Area of County	DfES number	School year groups	Jan 2002 pupil numbers	Expected school capacity	Special Units
Great Yarmouth Area					
Caister					
Caister High School	5412	7-11	649	805	LSC
Caister on Sea First & Nursery School	2034	0-2	413	315 + 26 nursery	
Caister Middle School	2033	3-6	439	448	
John Grant School, Caister-on-Sea	7020	0-13	102	120	
Gorleston					
Cliff Park High School	5409	7-11	882	1000	LSC
Lynn Grove VA High, Gorleston	5407	7-11	894	1125	
Oriel High School, Gorleston	4077	7-11	647	1000	
Cliff Park First School, Gorleston <u>Withdrawn from project</u>	2353	R-2	290	270	
Cobholm First School <u>Withdrawn from project</u>	2340	0-6	165	210 + 26 nursery	
Edward Worledge Community Middle School	2350	3-6	260	240	
Herman First School, Gorleston	2349		190		
Herman Middle School, Gorleston	2351		232		
New Primary School		0-6		420 + 26 nursery	
Hillside First School, Bradwell	2357	R-6	253	210	ALSC
Homefield VC First School, Bradwell	3140	0-6	291	210 + 26 nursery	
Hopton CE First	3141	R-6	88	210	
Peterhouse First School	2339		222		
Peterhouse Middle	2348		243		
New Primary School		0-6		420 + 26 nursery	
Southtown First, Great Yarmouth	2406	R-2	186	180	LDC
St. Mary's RC Primary School, Gorleston	3403	R-6	198	210	
Stradbroke Community First School	2336	R-6	181	210	
Waveney VC CE First School	3142		276		
Breydon VC CE Middle School	3149		227		
New Primary School		0-6		420 + 26 nursery	
Woodlands Middle School, Bradwell	2380	R-6	488	420	LSC
Wroughton Middle School	2337	3-6	464	420	
Great Yarmouth Town					
Great Yarmouth VA High School	5411	7-11	779	1125	LSC
Alderman Swindell First School, Gt Yarmouth	2347	0-2	227	180 + 26 nursery	
Greenacre First & Middle, Gt Yarmouth	2421	0-6	392	420 + 26 nursery	
North Denes Middle School	2346	3-6	272	360	
Northgate St. Andrews First School, Gt Yarmouth	2354	R-2	293	270	
St. George's First & Nursery School, Gt Yarmouth	2344	0-2	276	180 + 26 nursery	
St. Nicholas Priory Middle School (CE VC)	3136	3-6	383	360	

Martham					
Flegg High School	5410	7-11	724	1000	LSC
Filby First School	2061	R-6	38	105	
Hemsby First School	2079	R-6	87	210	
Martham First School & Nursery	2108		232		
West Flegg Middle Foundation School	5208		499		
New Primary School		0-6		315 + 26 nursery	
Ormesby First School	2124	R-2	205	180	
Ormesby Middle School	2272	3-6	261	240	
Rollesby First and Nursery School	5212	0-6	147	168 + 26 nursery	
Winterton First School & Nursery	5210	0-6	88	175 + 12 nursery	

Area of County	DfES number	School year groups	Jan 2002 pupil numbers	Expected school capacity	Special Units
Loddon Area					
Hobart High School, Loddon	4006	7-11	584	750	
Alpington & Bergh Apton CE VA Primary School	3406	R-6	120	119	
Ditchingham CE Primary School	3022	R-6	125	140	
Earsham CE VA First School	3315	R-4	74	70	
Ellingham VC Primary	3027	R-6	46	63	
Gillingham, St. Michael's CE VA First School	3396	R-4	49	66	
Glebeland Community Primary School, Toftmonks	2412	R-6	73	105	
Loddon First School	5213	0-2	274	180 + 26 nursery	
Loddon Middle School	5202	3-6	292	240	
Seething and Mundham Primary School	2140	R-6	74	77	
Thurlton First School	2162	R-6	77	105	
Thurton Primary School	3088	R-6	93	91	
Woodton Primary School	2180	R-6	34	50	

Long Stratton Area					
Long Stratton High School	4040	7-11	618	750	
Aslacton Primary School	2003	R-6	95	105	
Fornsett St. Peter CE VA Primary	3322	R-6	67	70	
Hapton CE VC Primary School	3038	R-6	31	49	
Hempnall School	2078	R-6	66	140	
Manor Field First & Nursery School, Long Stratton	2275	0-2	264	225 + 26 nursery	
Newton Flotman CE VC Primary	3058	R-6	84	105	
Preston CE VC Primary School	3084	R-6	109	119	
Saxlingham Nethergate CE VC Primary School	3067	R-6	56	77	
Shelton with Hardwick Community School	2141	R-6	33	50	
St. Mary's VC Middle School, Long Stratton	3053	3-6	294	300	

Stalham Area					
Stalham High School	4010	7-11	495	700	
Catfield VC CE First School	3146	R-6	32	77	
East Ruston Area Community School	2414	R-2	53	51	
Happisburgh CE First	3037	R-6	44	91	
Hickling First School	3045	R-2	39	45	
Ludham First School	2105	R-6	52	105	
Stalham Community First	2148	R-2	103	90	
Sutton CE First School	3079	R-2	74	60	

Swaffham Area					
Hamond's High School	4086	7-13	579	1050 + 200 6 th form	
Castle Acre CE VC First	3015	R-6	39	77	
Marham Airfield First School	2246	R-2	197	180	
Marham Middle	2239	3-6	173	240	
Narborough CE VC First School	3147	R-6	71	119	
Necton CE First School	3343		104		
Necton VC Middle School	3143		153		
New Primary School		R-6		210	
North Pickenham, St. Andrew's CE VC First School	3128	R-6	34	70	
Sporle VC First School	3075	R-6	49	105	
Swaffham First and Nursery School	3081	0-2	284	180 + 26 nursery	
Swaffham, South Greenhoe VC CE Middle School	3130	3-6	368	240	

Notes:

- 1) Special units listed are as follows:-
LSC = Learning Support Centre (12 pupils in addition to the stated capacity)
LDC = Language Development Centre (8 pupils in addition to the stated capacity)
ALSC = Assessment & Learning Support Centre (12 pupils in addition to the stated capacity)
- 2) The capacities shown in the table reflect the public notices to be published in September 2002 in respect of many of the schools following decisions by the County Council Cabinet about school reorganisation.

Appendix B2 - Key Design Output Objectives

FACILITATE EFFECTIVE AND EFFICIENT MANAGEMENT

Accommodation shall be planned to suit facilities according to activities undertaken within them. The actual requirements will depend upon the type of school (e.g. primary school, high school, special school) and the specific requirements of the School Management Team.

The layout of the school site should allow:

- Vehicles to be segregated from pedestrian and cycle access and other areas used by pupils.
- Sufficient provision of secure cycle storage to encourage pupils to cycle to school.
- The separate reception of visitors.
- The arrival and departure of the students / pupils including safe drop-off and loading areas for school buses.
- The ability to separate nursery, reception and special needs pupils from other children at start, breaks and end of day. Separate play areas should have increased health & safety provision appropriate to the particular needs of the pupils.
- Entrances to the site to be kept to the minimum consistent with local needs and requirements; where possible entrances should be visible from the school office.
- Good accessibility for servicing school kitchens, making deliveries and storing and collecting refuse (including facilities for recycling).
- Appropriate provision of car parking for staff and visitors.
- The potential use of hardplay and associated landscaping as car parking for events held outside the school day.
- Proposals for the layout of the site should include a general consideration of the safety of arrivals and departures. However, costed proposals should only be made relating to the school site itself and not to outside areas.

The layout of the school buildings should allow:

- The main building entrance to be immediately clear to school visitors. This entrance should give onto a public reception area and be located close to the school secretary and / or Headteacher's office.
- Alternative entrance(s) to the main school building for use by pupils. All entrances should be easily supervised by school teaching or ancillary staff.
- Medical inspection facilities to be located close to the secretary or Headteacher's office or failing this close to the staffroom. In any circumstances a toilet shall be nearby.
- Toilet accommodation to be strategically located to meet not only the minimum requirements of the Education (School Premises) Regulations but also to reflect the distribution of use throughout the school.
- Internal circulation routes to be of sufficient width for the number of users, unobstructed, not of excessive length or complexity, naturally ventilated and illuminated, independent of teaching activity areas and visually interesting. The specification of surface finishes shall promote the quiet and orderly movement of students / pupils and building users.

- Cloakroom areas and storage for bags, lunch boxes etc to be strategically located, not obstruct circulation or promote visual disharmony. Storage should be of sufficient capacity to support all items off the floor and recognise that coats and other items will often be wet.
- Storage to be readily accessible both as a central facility and as a classroom resource. The location, type and level of security for storage should be discussed with each school.

The layout of the grounds should allow:

- Hardplay and recreational areas for pupils to be located away from the road frontage, and be overlooked by the staffroom, classbases or school office.
- Recreational areas to be zoned to reflect the learning and play activities anticipated. The imaginative use of materials, planting, levels, walls and fences to create these activity zones will be expected. The design, specifications of materials and choice of planting used externally on the site should reflect the age and sensitivity of the pupils.
- Access routes to primary, infant and special schools to be wide enough to accommodate the passage of, and social interaction between, parents with prams and baby buggies.

AID THE EMPLOYMENT OF A FULL RANGE OF TEACHING AND LEARNING STYLES

Proposals for internal areas should:

- Avoid class bases which are of an unusual or inflexible shape. Class bases designed for 30 pupils shall have a minimum width of 7.0m.
- Provide appropriate resources. For instance an effective teaching space in a primary school would require access to secure storage, hot and cold water and a sink, power, data cabling for computers and a TV aerial connection with signal of appropriate quality.
- Ensure good lines of sight between teachers and pupils.
- Consider the position of whiteboards and other teaching aids in relation to other fittings and relevant features such as windows.
- Reflect the curriculum moves in recent years away from open plan education towards a more cellular arrangement with interlinking access between classrooms to give teaching options. The provision of sliding / folding partitions and doors is generally considered to be problematic because of the reduction in useable wall space and poor acoustic performance. The proposed designs should recognise and avoid such problems.
- Allow wall space for display, not only in classrooms, but also throughout the school.
- Telephone wiring shall be provided in all administration areas of new and existing buildings. Where the Provider is also responsible for an ICT service the Authority would be interested in proposals for a single data network including telephone services.

Proposals for external areas should:

- Take account of the principals of 'Learning Through Landscapes'.
- Provide direct access from class bases to work / learning areas with external shelter or shading.
- Provide drinking water.

Teachers, support staff and pupils should come together in different ways to increase the richness of the educational experience. The premises could support this through, e.g.:

- Providing teaching accommodation in excess of the minimum required area.

- Easy access to power and data cabling, e.g. multi component trunking.
- Direct access to resources; e.g. class storage and wet areas.
- Increasing opportunity for staff and pupil interaction, e.g. paired and interconnected classrooms.
- Ensuring that changes to the premises, both during and after construction, can be used as a learning resource.

The sharing of enhanced resources may be preferable to the provision of resources for each class base. The Provider shall seek guidance from the schools as to the preferred approach.

Generally activity spaces shall not have dual use for circulation purposes and although circulation through a multi-purpose hall may be acceptable as an existing reality it would not be acceptable in a proposed layout for new accommodation.

A class change system of tone / bells shall be provided to denote the start of the daily school session and to identify the end of the various periods. The system shall be flexible enough to accommodate changes to the timetable and shall be capable of being heard throughout the school buildings including corridors, external areas and playing fields.

Users of premises inevitably encounter some risks and devising strategies for assessing risk is part of the learning process. The schools and the Authority would not wish to design out every potential hazard if this is to the detriment of quality of the learning experience (e.g. pond dipping opportunities provide a rewarding science experience for primary school children but the pond is a potential hazard). The Authority will expect the Provider to balance these factors in the risk assessments required by the Construction (Design and Management) Regulations.

CONTRIBUTE TO HIGHER MORALE OF PUPILS, STAFF AND OTHER USERS

The planning, scale and spatial arrangements of the school shall be sensitive to the age, size and experience of the pupils accommodated.

- The height of window sill levels, transoms and rails in new accommodation and remodelled areas, shall reflect the height of the pupils to enable views out when seated as well as standing. Normally heights should not exceed 0.7m for nursery and infant classrooms, 1.0m for junior school classrooms, and 1.2m for secondary school classrooms.

Each school should stimulate and inspire rather than create an institutional or intimidating environment.

- The process of design development should include appropriate participation by school staff and pupils to promote individual school identity and ownership of the design.
- The design and specification for the school buildings and grounds should be in sympathy with the local environment. Views into the school shall be provided in order to maximise opportunities to present the school to the community.
- The specification of materials, the quality of design and overall ambience should take account of users' experience of modern design, e.g. in high street shops.
- Materials and finishes that age quickly, stain, discolour or are particularly vulnerable to graffiti or vandalism can, even when subject to reasonable maintenance regimes, create an air of dereliction. Such materials and finishes should be avoided.

- Except for dado trunking, electrical and mechanical services shall be routed to avoid visual intrusion / impact in occupied spaces.
- Arrangements for servicing school kitchens, making deliveries and storing and collecting refuse should reduce the visible and audible impact on staff and pupils as far as possible.
- Safe and secure areas within the building and the grounds for informal social interaction and withdrawal will contribute to higher morale. Such areas should be designed with both good and bad weather in mind.
- No part of any school shall be mothballed unless specifically agreed by the school and Authority.

All schools should have a welcoming ambience.

- The entrance and reception for visitors to each school shall be secure but accessible to all, with ample opportunity for display of pupils' work. The environment should be suitable for users of all ages, not just pupils.
- The reception area should allow visitors to be received and wait in comfort. Space for interviews should be provided away from the reception area to avoid the possibility of being overheard.
- An external waiting area sheltered from sun, rain and wind should be available for parents and siblings.
- Graffiti or vandal damage shall be removed and rectified as a priority.

The design should be welcoming to all users, particularly in schools where significant community use is likely.

- Signs, car parking, gates and paths shall accommodate all users including young, elderly, infirm, sensory impaired and wheelchair users.
- Signs, paths and lighting should enable users of the premises to quickly reach their destination even at night.
- All areas where a significant amount of non-school use may take place should have easy access to toilets, a telephone available for public use and refreshment facilities.
- Facilities intended for community use either during or outside the school day should be located close to on-site car parking. It should be possible to zone these facilities in order to have the minimum impact on school organisation and management and make evening use more economic.

The Authority would be interested to discuss with Bidders incorporating units within certain schools intended specifically for community use.

- The types of uses for these units could include childcare, parent & toddler groups, playgroups, childminder support groups, libraries (toy, book, video, etc), community education, therapy sessions etc, meeting room.
- Units specifically intended for community use should have a separate entrance and be able to operate as a self-contained area. They would thus need to include, for instance, toilets, snack making facilities, telephone, TV aerial, access to a secure outside area and dedicated storage. Provision of office space and laundry facilities would increase the range of uses possible. The arrangement of the space within the unit should be flexible to allow a range of different types of use.

The Authority would also wish to see proposals take account of specific community needs in different areas. Examples of such needs could include:

- Some schools in the Yarmouth area are piloting the concept of a "Full-Service School". These schools will need accommodation to allow public and voluntary services to operate from the school as well as to encourage general community use.
- The Authority would welcome proposals to develop the role as the centre of the community of one or more of the rural primary schools in the project.
- The Swaffham area is large and sparsely populated making access to resources difficult for both schools and local communities. Proposals to enhance access to services, e.g. through the provision of a community minibus, would be welcomed.
- Long Stratton High School is adjacent to a sports hall / community centre jointly provided by the District and County Councils. Proposals to enhance the facilities available at the centre would be welcomed.

PROVIDE EQUALITY OF ACCESS

All premises shall comply with the Special Educational Needs and Disability Act 2001, which itself requires full compliance with the Disability Discrimination Act (DDA). The Provider shall indemnify the Authority against all costs arising from any legal challenge relating to the premises as a result of non-compliance with the requirements of the DDA.

All new and remodelled areas of buildings should comply with:

- BS 8300:2001
- Part M of the Building Regulations

Disabled toilet facilities, with an integral shower and a call system, must be available and accessible in every school.

Bidders will normally be expected to make all areas of the school physically accessible, e.g. by the use of ramps and lifts. Where bidders propose that such access would not be made available to an existing (not remodelled) area, this should be clearly signalled in the bid.

Bidders should consider the need for disabled parking and pick up / set down points near main entrances.

Bidders should consider the need for specialist furniture and equipment to act as a resource within each geographical area.

MAXIMISE THE POTENTIAL OF THE SITE

Proposals should make sensible use of land.

- New buildings should be located in a manner that is not wasteful of land and will, where practicable, permit possible future extensions to be planned and constructed.
- Where a site is limited in area or where there are major changes of ground level, building development on more than one level may be considered although such an approach is not preferred for primary or special schools.

Proposals shall respect existing features of interest.

- Proposals should make use of natural and manmade site features and exploit the benefits of changes of ground level and existing topography, planting and landscape.
- Existing significant soft landscaping shall normally be retained as part of the proposals. Where felling of trees or the removal of significant planting is proposed, the Provider shall seek the agreement of the Authority and schools concerned.

The Provider shall maintain existing rights of way, easements, covenants or licences associated with the school site.

ARE SUSTAINABLE TO BUILD AND OPERATE

The Authority is committed to Agenda 21 and would wish to see the Provider supporting this commitment.

Proposals for building works throughout the contract period should be sustainable.

- The embodied energy in the materials and components specified should be minimised.
- The Authority would wish the Provider to use recycled materials where such would meet performance requirements and be aesthetically acceptable to the schools and the community.
- Designs which incorporate the use of renewable sources of energy, high thermal mass, high values of thermal insulation, effective controls for the management of energy, daylight and natural ventilation and low energy consumption fittings and plant, and are of simple and robust design and execution, shall be particularly welcome if they can be combined to provide appropriate levels of comfort and meet environmental performance standards.
- The Authority would welcome discussions with Bidders on the possibility of jointly bidding for grants to improve the sustainability of buildings provided, e.g. through the incorporation of renewable sources of energy.
- Work with the Norwich-based Community Carbon Reduction Project to identify effective contributions which can be made to the overall objective of significant reductions in carbon use over the next 20 years.
- Where elements of the building are replaced as part of planned maintenance the elements shall meet the u-value requirements in the Building Regulations current at that time.
- Where practicable improvements to the existing thermal performance of the building envelope shall be made in preference to increasing the capacity of heating plant and the increased use of fuel.
- When heating, hot water and electrical plant is replaced the control systems shall be upgraded to comply with BB87 as a minimum requirement and shall comply with the higher standards specified in the NPS Automatic Controls Guidance Notes (see Addendum B1).
- All schools shall be fitted with water conservation devices to taps of basins, showers and cisterns of urinals and WCs.

The Provider should monitor sustainability throughout the contract period.

- The Provider shall provide the Authority with a detailed statement setting out how the environmental impact of proposals will be minimised, the performance targets to be set and the basis on which performance shall be monitored and reviewed.

- Targets should include the use of water and energy, the production and recycling of waste and the production of carbon dioxide. The Provider should take account of the guidance given in DfES Building Bulletin 87 (see also output specifications for energy and utilities management and for cleaning and waste management).
- The monitoring system to assess the meeting of performance targets should be robust, e.g. the ENVEST system produced by the Building Research Establishment or the Schools Environmental Assessment Method (SEAM).
- Monitoring systems used should be accessible to schools and provide opportunities to be used as an educational resource.

Some schools are not connected to a mains sewer but instead have their own cesspools, septic chambers or treatment plants. The Provider should consider future provision over the contract period in the light of best value and sustainability. The Provider should also consider these issues in proposing provision for storm and rainwater systems at all schools.

Norfolk is famous for its dark night skies and in making specification decisions relating to external light fittings the Provider shall minimise the effects of light pollution and annoyance to neighbours without detriment to security and safety.

DEMONSTRATE BEST VALUE

The Provider should take a best value approach to accommodation requirements under the contract.

- It is unlikely that schools or the Authority would prefer a refurbishment and extension scheme to the provision of a new school where the life-cycle cost was similar over the period of the contract. The Provider should include in the bid an analysis of any schools where estimated costs of a new build option are within 20% of the estimated costs of a refurbishment and extension scheme. The analysis should explain the reasons for selecting the option for the development of the school included in the bid.
- Where compatible with health and safety and practical organisation of a school space in a school should be made suitable for more than one activity to allow timetabling for use throughout the day and evening.
- The design of schools shall be economic both in terms of area and volume. Ceilings in any teaching area should be at least 2400mm high and increased heights will be necessary in some specialist areas.
- The external envelope of the school should be rationalised in order to reduce initial construction cost and energy consumption in use.
- All small power and ICT equipment supplied by the PSP for Client use shall be selected with due regard for energy efficiency considerations. Unless otherwise agreed, capital cost / revenue benefit analysis shall be undertaken and higher capital costs with up to 36 months revenue payback period accepted.
- The specification of finishes and components shall be suitably robust for use in a school. In determining the frequency of cyclic replacement of finishes and components, disruption to the management of the schools should be a significant factor.

The planning of schools shall exhibit balance between areas given for different functions.

- DfES Building Bulletin 82 "Area Guidelines for Schools" provides model guidance for primary and secondary schools and Building Bulletin 77 for special schools. Reference should also be made to Building Bulletin 95.
- The Authority would not normally expect areas for accommodation in new and remodelled buildings to be less than the maximum areas allowed in BB82 ~~(as amended in May 2002)~~.
- The Authority would expect the normal standard for general classrooms in primary and secondary schools to be 60 m² with an additional 4 m² of integrated storage. This is a higher figure than required under BB82; the Authority would not expect this higher amount to be offset by reductions in space elsewhere in the school.
- The Authority would expect the normal minimum unobstructed width of corridors intended for frequent use by pupils to be 1.9m and the normal minimum unobstructed width of any corridor to be 1.5m.

Where bidders wish to specify below the normal standards given above for new and remodelled areas they should clearly indicate this in proposals and explain what the compensating benefits are elsewhere in their school design.

The school shall include appropriate protection against damage.

- The site and premises should be fenced, gated and illuminated at night to provide reasonable security out of operational hours. The approach adopted shall be appropriate to local risk of break in or vandalism, but should not present a nuisance to neighbours or a 'defensive' image to the community.
- Suitable lightning protection shall be provided to new buildings and other existing buildings identified by the provider as of high risk.
- Suitable fire alarm systems should be provided for all new and existing buildings.
- New buildings should include appropriate means of preventing fire damage. The Provider should provide a general method statement on this issue and state how this will be applied in each new building. The method statement should specifically consider the installation of fire sprinkler systems.
- The method statement required on school security should specifically consider the provision of intruder alarms.
- A door entry system shall be provided to the main entrance doors of new buildings with controls in the general or secretary's office. Where an existing building does not currently have a door entry system the installation of a system should be discussed with the school.

The Provider should specify materials and components with a view to their full life-cycle cost and their effect on other service costs.

- All materials and components specified by the Provider shall be widely used and known within the construction industry having known characteristics, performance, maintenance and cleaning profiles.
- Certain activities involving water, materials, food, and access to playing fields and external areas can create potential for mess and increased cleaning. The specification of materials shall minimise the potential for the creation of mess, its distribution throughout the premises and provide for easy clean, non-staining and non-slip surfaces in areas likely to be affected.

ACCOMMODATE CHANGING NEEDS

The proposals shall not by their general arrangement or specific layout for internal circulation inhibit the future extension of the school.

- Linear plans or plans where possible extensions work well with existing facilities are generally preferred to others.
- The Provider should state where any future needed extension to the school should be placed. The amount of extension to be considered would be an additional 20% on top of the capacity for each school given in this ITN. Where this would be less than 30 pupils the Provider should consider an extension of 1 class base. The Provider should specifically state if they consider such an extension could not reasonably be accommodated on the school site.
- Plant, incoming services and distribution infrastructure shall be provided in a way that would avoid difficulties or high costs in the future expansion of the school by the amount referred to in the above bullet point.

The proposals should not restrict future changes in the internal arrangement and management of the school.

- During the Contract curricula and methods of learning may change significantly and require consequential changes in the arrangement of rooms and spaces. The structural proposals made by the Provider should minimise the cost and disruption of such future changes. For instance internal walls should not normally be load bearing.
- Services should be integrated with the fabric of buildings in such a way as to allow additional services to be incorporated without resort to ad-hoc cables and trunking being festooned across walls and ceilings. Services should be accessible for stripping out and relocation.
- Changes of floor level shall be avoided wherever possible.
- Any internal courtyards shall have access for construction and maintenance equipment of suitable width and load-bearing capacity, with straight-through access to facilitate movement of long items without the use of craneage.
- Facilities should be sited with a view to possible increases in the future community use of schools.

Initial designs should take account of likely changes in technology.

- New ICT developments.
- Changing security needs.
- Improvements in environmental technology.

The Bidders shall provide a method statement on the capability of the premises to respond to change over time.

PROVIDE A COMFORTABLE AND FLEXIBLE ENVIRONMENT

All areas of the school should have appropriate environmental standards.

- The detailed required standards under the contract for acoustics, ventilation, heating and lighting and provision of services are set out in Volume B2.2.10c of this ITN. Multi-purpose halls expected to be used as examination spaces shall have the ability to be lit and ventilated to a standard adequate for examination use at the intended occupancy.

- Environmental control systems and fittings shall be provided with capacity to provide for a range of activities in the major useable areas of the school.

Users should have a reasonable degree of control over their environment.

- Teachers should control rates of ventilation, levels of lighting and heating and use of dim-out blinds within their immediate teaching environment.
- Environmental control systems and response times of heating emitters shall provide for seasonal climatic fluctuations and likely variations in room occupancy without undue occurrence of room overheat.
- Control systems for opening high level windows and providing dim out shall be appropriate for use and easily operable by the user group.
- Opening windows and doors and the provision for locking the same have many operational, management and Health and Safety implications for schools. The detailed requirements shall be agreed with each school.

Heating systems shall have the capability of pre-heating internal spaces under design conditions before occupation starts at an environmental temperature rate of rise of not less than 0.3°C per hour.

Condensing boilers, if installed, shall be part of a system design that achieves 80% of heating fuel consumption with combustion efficiency better than 98% (or return water temperature to the boiler to be below 34°C for 80% of heating fuel consumption)

COMPLY WITH BEST PRACTICE AND STATUTORY REGULATIONS

The Provider shall comply with all statutory regulations.

- The Provider is responsible for obtaining all statutory approvals and making any necessary amendments to their proposals in order to obtain such approvals.
- The Authority shall be provided with copies of all consents and approvals, for record purposes, as and when obtained.
- The Provider shall be aware of all relevant legislation, regulations, codes of practices and guidance that may apply to their discharge of responsibilities under the contract.

The Provider is responsible for planning applications.

- The Provider shall have consulted upon proposals with all relevant statutory authorities prior to making the bid and in particular shall include within the bid a statement outlining the general agreement in principle to the proposals of the relevant planning authorities.
- Prior to the Contract being closed the Provider would be expected to have obtained full planning permission as required for the proposals at each school.

The Provider shall comply with best industry practice.

- The Provider shall by a process of performance assessment and review undertake to maintain continuous improvement in the delivery of architectural / property outputs.
- The Provider shall share information and provide data to enable the Authority to challenge and compare the Providers performance against the Contract outputs and best practice in the building and property industry at any time during the Contract.

The Provider should comply with DfES guidance.

- All new buildings shall comply with DfES guidance as though it were a mandatory requirement unless otherwise identified by the Provider and agreed by the Authority.
- In general remodelled areas of a school should comply with DfES guidance, but some compromise of these recommended standards may be both unavoidable and acceptable.
- In all circumstances where elements of school premises as existing, converted for alternative use or remodelled, do not comply with the appropriate DfES guidance this shall be highlighted in the bid.

The impact on design and specification choices on the Health and Safety of the staff, student / pupils the Provider's staff and Contractors and the general public shall be assessed by all designers in pursuance of Section 13 of the Construction (Design and Management) Regulations. As a principle the Authority would expect significant potential hazards to be designed out in preference to the application of other control or personnel protective measures, where such may be undertaken without loss of significant educational benefits.

Appendix B3 - Outline Architectural Information to be Provided by Bidders for all Schools

Information

Spreadsheets are attached to the table numbers referred to in the following clauses and are to be completed by the bidders in the required format. Where tables are not attached to the clauses the bidders shall provide the information in the format considered to be the most appropriate to conform to the requirements of the clause.

The areas required to be identified by the following tables shall be measured in accordance with the following guidelines:

- a) Building Bulletin 82 - Area Guidelines for Schools
 - b) DfES Guidance Note October 2001; Assessing the Net Capacity of Schools
 - c) Amendments to a) and b) required by the DfEE Asset Management Plan Section 5: Sufficiency Assessment
 - d) Building Bulletin 77 - Designing for Pupils with Special Educational Needs; Special Schools
 - e) Building Bulletin 56 - Nursery Education
- 1) **A statistical accommodation analysis for each type of school i.e. Primary, Secondary and Special for the existing premises and for "as proposed" indicating before and after floor areas for:**

Table 1 - The Area Assessment Format (AMP Section 5: Sufficiency Assessment - Annex A, i.e. gross area of buildings measured over internal walls, stairs, and lift wells to the internal face of the external walls) comprising:

- Teaching area
- Gross area of buildings
- Net area of buildings (total usable area)
- Team game playing fields area
- Playing field area
- Total site area

Table 2 (Building Bulletin 82 Teaching areas to be net areas as required by Sufficiency Assessment Annex A; Non-teaching areas to include partitions, circulation space and ancillary areas as required by BB82 – total to balance with the total gross area of the building.)

- Total gross area of buildings
- Total time tabled teaching area
- Total non-time tabled teaching area
- Total non-teaching area

Table 3 (Areas to be measured to the centreline of the partitions for comparison purposes; areas remodelled for alternative use to include internal demolitions, e.g. removing partitions; areas refurbished to include areas which require to be upgraded to a specified standard;

areas to be demolished to include the removal of part of the structure or the complete building down to ground level**Gross Internal Areas**)

- Total area of new buildings
- Total area to be remodelled for alternative use
- Total area to be refurbished
- Total area to be left untouched
- Total area to be taken out of use
- Total area to be demolished

Table 4 (Gross Internal Areas)

- Total area to be allocated solely for use by the school
- Total area to be shared with the school for community use
- Total area to be allocated solely for use by the community

Table 5 - School grounds (Habitat areas include those areas which are specifically designated as habitat – areas of trees etc which are shared with informal and social areas could be included with informal areas with a note stated to that effect; car parking areas are those which are specifically designated for use as parking spaces – hard areas around these spaces can be included with vehicular access areas; areas of other facilities, e.g. Early Years are to be shown separately if specifically intended for another use – if a significant proportion of the use is for the school the area should be included with school use, but with a note to the effect that the building is shared with another user for a part of the time; areas of swimming pools are to include the area of the site which is specifically designated for swimming use and will include associated facilities e.g. toilets and changing rooms complete with perimeter paving – if changing facilities within the main body of the school are shared for swimming use the areas will be included with the area of the school**Gross External Areas**) comprising:

- Total site area
- Playing field area (grass and all weather pitches)
- Hard surfaced games courts area
- Informal and social areas
- Habitat areas
- Vehicular and pedestrian access areas
- Car parking and service yard areas
- Outdoor storage areas
- Gross area of school buildings footprints
- Gross area of caretakers' houses footprints
- Area of other facilities e.g. Early Years Provision

Table 6 (The minimum number of car parking spaces will be that required by the planning authority – if additional spaces are required due to the needs of the school this should be identified with a note to this effect; if covered cycle spaces are not included with the proposals)

due to the need to discourage cycling to school on a busy restricted road this should be identified with a note to this effect)

- Total number of car parking spaces and covered cycle spaces

2) Proposals in diagrammatic form which could be a simple single line diagram (floor plans at scale of 1:200 or as appropriate to clearly show proposed changes) indicating:

- New extensions
- Existing areas to be remodelled for alternative use
- Existing areas to be refurbished
- Areas to be left untouched
- Areas to be demolished

(Note: These diagrams will not be required for the eight schemes for which detailed proposals are to be provided with drawn information completed to RIBA Stage D).

3) The facilities which will be delivered by the proposals by new build and remodelling comparing the existing facilities with the "as proposed" and indicating before and after total floor areas, i.e. a statistical analysis of areas for the provision of specific facilities comprising:

Table 7 (Net areas should be used for the comparison of facilities; general teaching areas to include classbases, shared teaching, time tabled and non-time tabled areas. Music rooms, libraries etc should be shown separately in order to identify the specific facilities that are included in the proposals. If specific facilities are to be shared in the same space this should be identified with notes to this effectGross Internal Areas)

- General teaching areas
- Teaching accommodation designated as meeting SEN
- Music
- Art
- Drama
- Mathematics
- Languages
- Science
- Design Technology
- Resource areas
- IT
- Assembly halls
- Sports halls
- Gymnasias
- Multipurpose halls
- Libraries

- MI rooms
 - Group rooms
 - Staff administration accommodation and main reception areas
 - Catering facilities and food rooms
 - Dining halls
 - Sanitary, locker and cloakroom areas
 - Teaching storage
 - Non-teaching storage
 - Circulation areas
 - Boiler and plant rooms
 - Swimming pools
 - Provision for sole use by the community
 - Early years and childcare provision
 - Special resourced facilities
 - Adult learning and skills facilities
- 4) **Outline proposals for external works indicating before and after areas, i.e. simple line drawing showing:**
- Roads and parking areas
 - Playgrounds and social areas
 - Miscellaneous areas
 - Proposals for vehicular and pedestrian access including cycle routes
 - Proposals for external service mains
- 5) **Short written report identifying proposals for new plant and services**
- 6) **Short written report identifying proposals for initial repairs as part of initial improvement works**
- 7) **Short written report identifying temporary works and proposals for decanting**

The contractor is expected to assist the school in moving into any temporary accommodation required and in moving back into the permanent building in the following ways:-

- provision of boxes for packing up,
- provision of skips for removal of rubbish as needed,
- carrying boxes, furniture, equipment and materials as needed.

It should be noted that file servers, computer networks etc are basic services which enable the educational requirements of the school to be met. Any proposed limitations to the scope of decanting should be clearly shown in the bid.

8) Schedules of sanitary fittings indicating before and after numbers of fittings comprising:

Table 8

- WC's, basins, sinks, urinals, drinking fountains, baths, sluices and showers.
- The provisions for pupils, staff and fully accessible disabled use are to be identified separately

9) Schedules of fixed furniture and equipment for new buildings and areas of existing buildings to be remodelled for alternative use.

- Loose furniture is to be excluded
- Fixed furniture is to include shelving, pinboards, worktops and fixed cupboard units, staff and classroom sink units, coat pegs and cloakroom benching and PE store fittings
- Equipment is to include hand dryers and cycle storage fittings
- Further items and clarification of the furniture and equipment to be provided are included elsewhere in the specification

10) Outline specification, to be generic for all schemes, indicating the quality and life expectancy of the materials proposed including services

11) Five-year cyclical maintenance plan

Table 9

- Planned periods for undertaking cyclical maintenance

12) General method statements for:

- Maintenance of a safe and secure school environment
- Health and safety – work in occupied premises, emergency plans and risk assessments, specification of hazardous substances, hazardous processes, extract ventilation, noise, dust and nuisance control
- Bidders proposals to reduce nuisances (particularly during examination periods)
- On-site vehicular / contractors' movements
- Security, constructional and operational
- Community use
- Access
- Sustainability
- Environmental protection
- Indicative proposals to identify how the energy yardsticks will be met and within what timescales (the preferred bidder will be required to provide detailed calculations for Energy and CO2 ratings)
- Systems and environmental controls to maintain a comfortable internal environment generally within the buildings and specifically with regard to the prevention of over heating in specialist areas, e.g. - ICT rooms, craft rooms, food technology, kitchens, workshops and laboratories

- Waste disposal
- Use of landscapes as a teaching resource
- Formal games and social interaction – grounds design
- Art in Architecture
- Phasing and commissioning of handovers
- Decoration standards

13) Programme of works for each school including a strategic programme stating key dates for the delivery of project milestones to include:

- Planning permission
- Contractor's mobilisation
- Enabling works
- Commencement and completion dates
- Phased handovers and occupation by the school
- Indications are required of reduced activity during examination periods which will be during May and June for all the schools and in addition December and January for the High Schools

(Note: These programmes are to link to the overall requirement for a project construction plan including the transition management plan)

14) Outline cost estimate and budget for each school with breakdown to include:

Table 10

- Construction cost to identify costs for new buildings, refurbishment and remodelling, enabling and temporary works, external works, drainage, external services and demolitions separately
- Fixed furniture and equipment
- ICT Provision
- Total Construction Cost at price base September 2003

(Costs per square metre of gross internal floor area for new buildings, refurbishment and remodelling are to be identified)

(Note: These outline cost estimates will not be required for the eight schemes for which detailed proposals are to be provided with cost plans completed to BCIS format).

15) Summary of outline cost estimates for all schools

Table 11

- Total construction costs with breakdown as identified in clause 14

Table 12 (Costs included in categories of New Build, Remodelling and Refurbishment should include costs from the same categories in Table 11, but should also include the reallocation of

the costs of Furniture and ICT shown separately in Table 11. The other categories of costs in Table 11 are siteworks and should not be reallocated in Table 12)

- Floor area costs for new buildings, remodelling and refurbishment indicating total costs and floor areas for each category
- Floor area costs for additional teaching areas indicating new building and remodelling total costs and floor areas separately

NOTE:

The above information will be used for the assessment of the outline bids and will be required to be refined and developed throughout the bidding process to form the basis of the final offer.

**ENHANCED ARCHITECTURAL INFORMATION TO BE PROVIDED BY BIDDERS FOR
DETAILED PROPOSALS FOR 8 SAMPLE SCHOOLS (SEE TABLE NR 14)**

1) Drawn information completed to RIBA Work Stage D.

- Floor plans and elevations at scales of 1:200 (or as appropriate depending on the size of the school).
- Site plans at a scale of 1:1250 (or as appropriate depending on the size of the site).

2) Details of proposals for:

- New extensions
- Areas to be remodelled for alternative use
- Areas to be refurbished
- Areas to be demolished
- Landscaping and external works

3) Completed generic room data sheets

- The bidder will be required to provide completed generic room data sheets for each type of accommodation for Primary, Secondary and Special Schools
- A completed generic room data sheet for a standard basic classroom will be provided by NCC as an example

4) Proposals for swimming pools

5) Proposals for Learning Through Landscapes

6) Sustainability assessment to indicate solutions for sustainability including maintenance of waste streams

7) Provision for sport and leisure including community resources

8) Statement as to how added value has been included in the project through innovation

9) Evidence of the involvement of the schools in the development process

10) Statement of access for the works

- 11) Project based specification**
- 12) Planned maintenance schedule for the life of the contract, e.g. for 25 years**
- 13) Programme bar chart to include programme for temporary works**
- 14) Health and Safety Plan**
- 15) Detailed cost plan for each school with breakdown to include:**

Table 13

- BCIS Detailed Form of Cost Analysis format as amended by The Authority

(Note: Elements 1-50 are to be completed for new buildings and extensions only)

- Refurbishment, remodelling, enabling, temporary works and demolitions to be identified separately
- Fixed furniture and equipment
- ICT Provision
- Total Construction Cost at price base September 2003

(Costs per square metre of gross internal floor area for new buildings, refurbishment and remodelling are to be identified)

- 16) Summary of detailed cost plans for all schools**

Table 14

- Total construction costs with breakdown as identified in clause 15

Table 15

- Floor area costs for new buildings, remodelling and refurbishment indicating total costs and floor areas for each category
- Floor area costs for additional teaching areas indicating new building and remodelling total costs and floor areas separately

Table 1

NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS Table No. 1 - Area Assessment Format (AMP Section 5: Sufficiency Assessment – Annex A) School : _____ Date: _____		
Area	Existing school m²	As proposed m²
1) Teaching area	0	0
2) Gross area of buildings	0	0
3) Net area of buildings (total usable area)	0	0
4) Team game playing fields area	0	0
5) Playing field area	0	0
6) Total site area	0	0

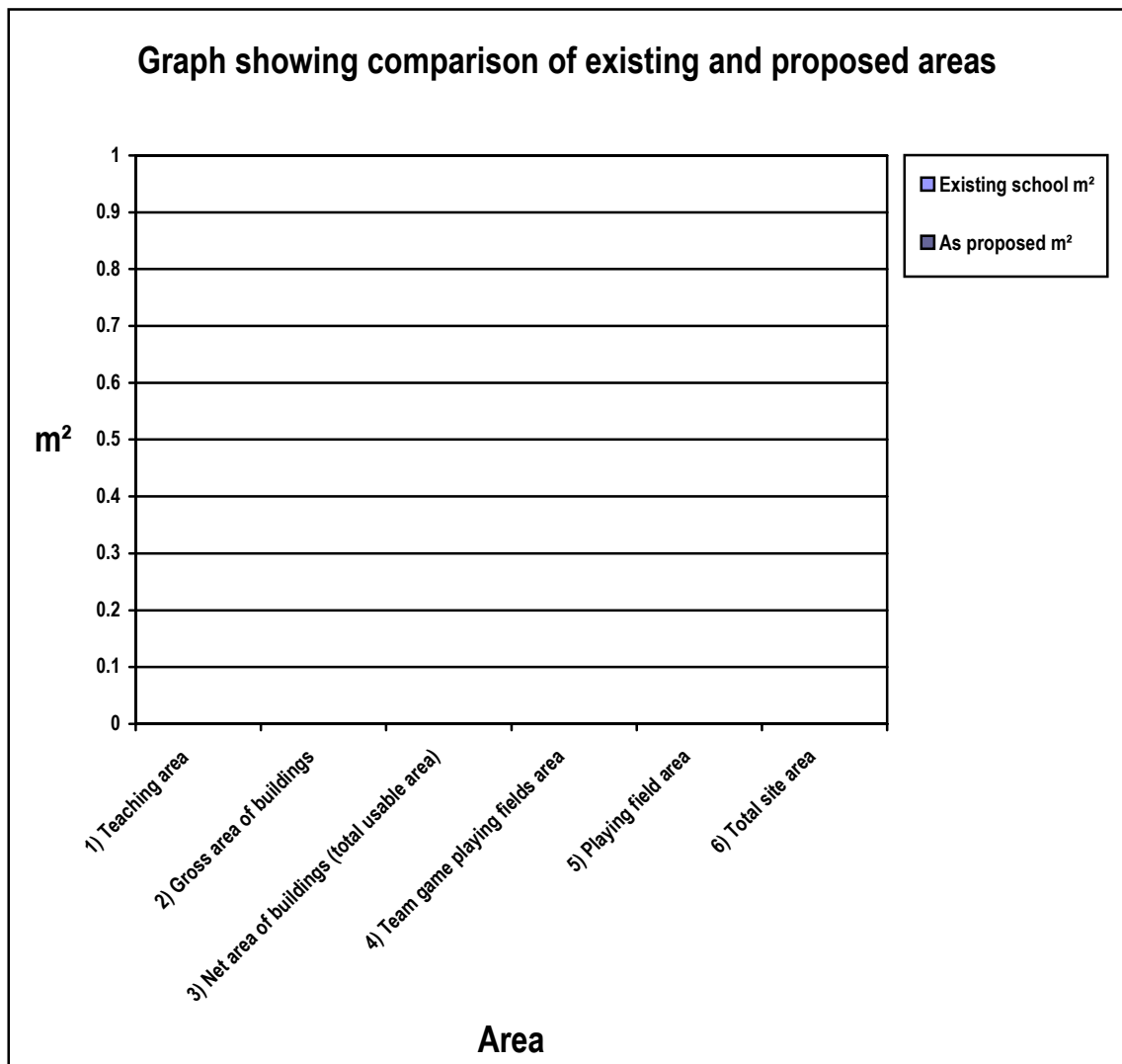


Table 2

NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS		
Table 2 - Comparison of teaching / non-teaching areas (BB82)		Date:
School :		
Area	Existing school m ²	As proposed m ²
1) Total time tabled teaching area	0	0
2) Total non-time tabled teaching area	0	0
3) Total non-teaching area	0	0
4) Total gross area of buildings	0	0

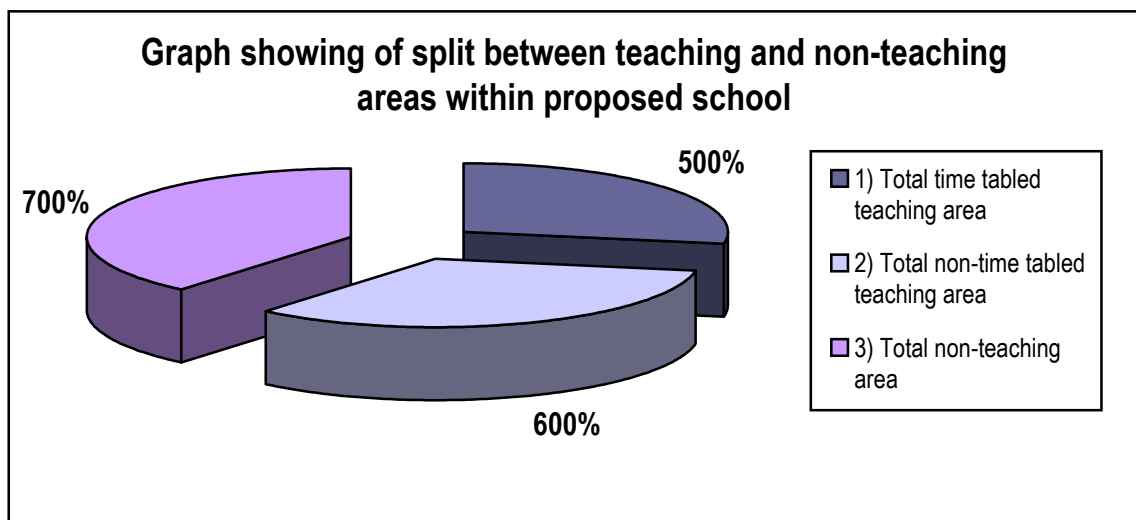
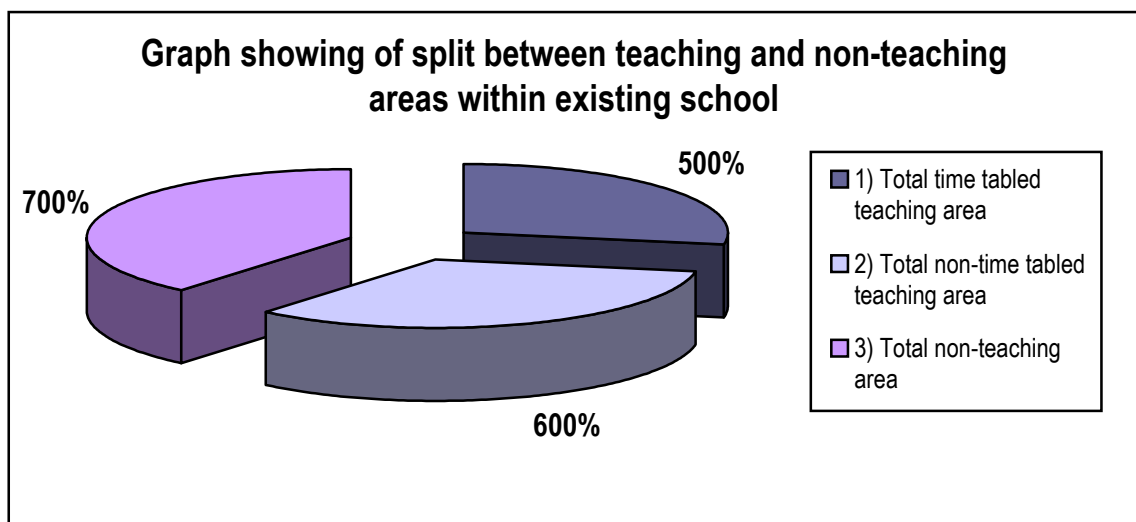


Table 3

NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS Table 3 - Proposed apportionment of New Build / Re-modelling / Refurbishment (Gross Internal Areas) School :	
Date:	
Area	As proposed m²
1) Total area of new buildings	0
2) Total area to be remodelled for alternative use	0
3) Total area to be refurbished	0
4) Total area to be taken out of use	0
5) Total area to be left untouched	0
6) Total area of School	0
7) Total area to be demolished	0

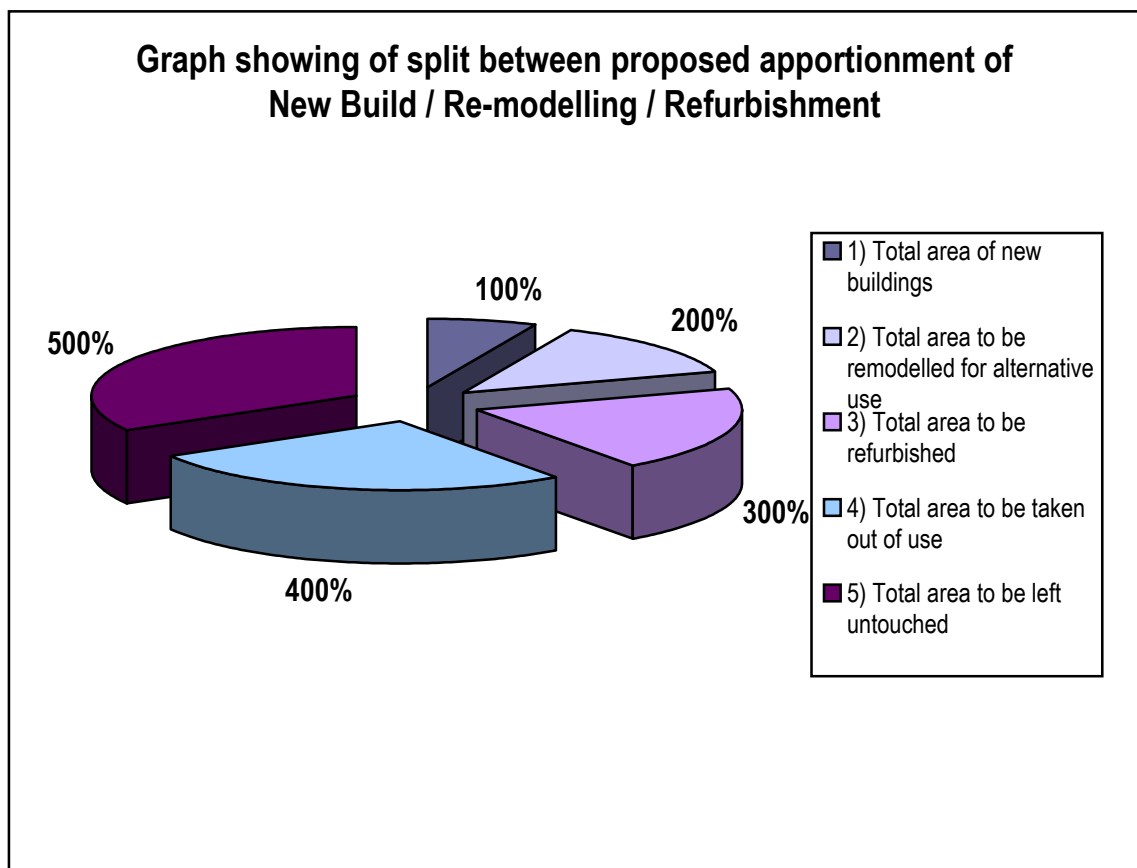


Table 4

NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS		
Table 4 - Comparison of areas for School / Community use (Gross Internal Areas)		Date:
School :		
Area	Existing school m ²	As proposed m ²
1) Total area to be allocated solely for use by the school	0	0
2) Total area to be shared with the school for community use	0	0
3) Total area to be allocated solely for use by the community	0	0
4) Total area of School	0	0

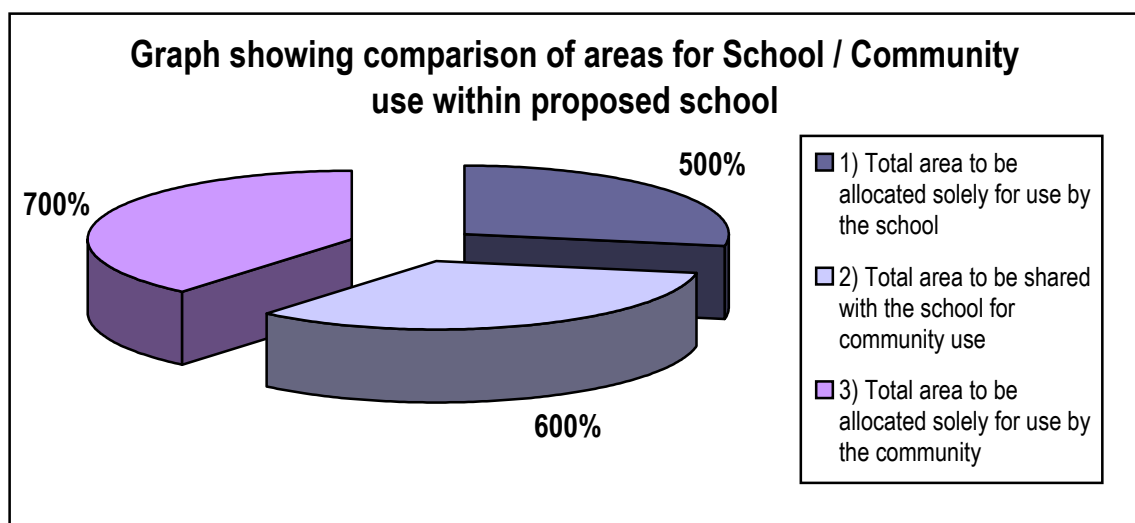
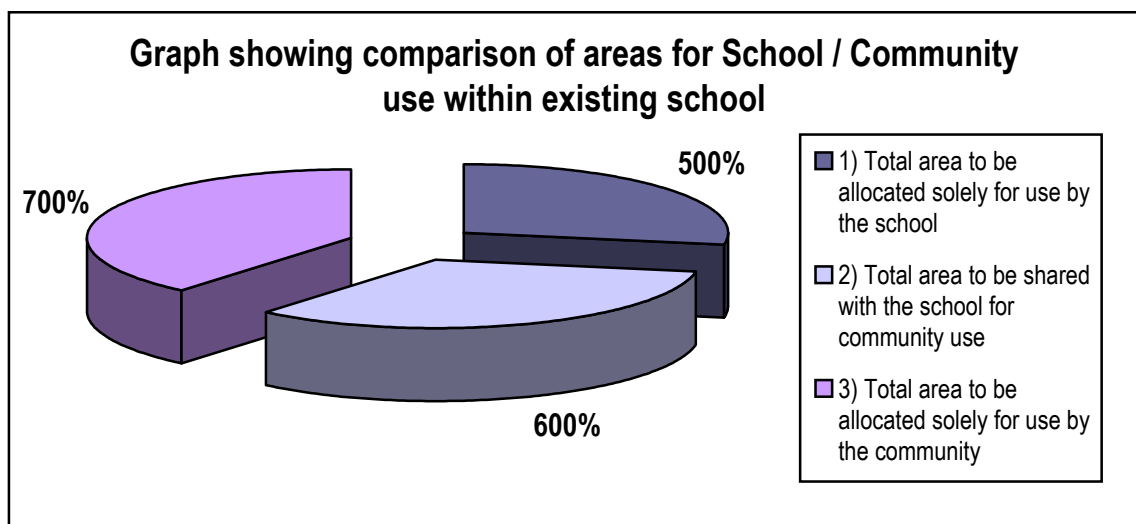
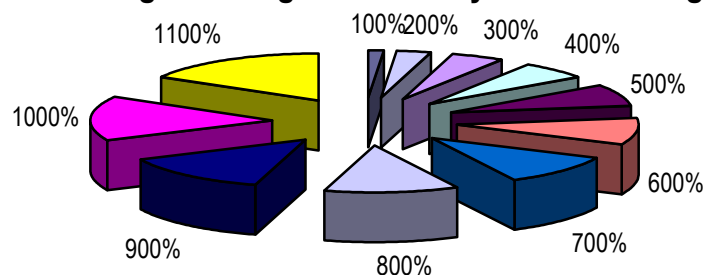


Table 5

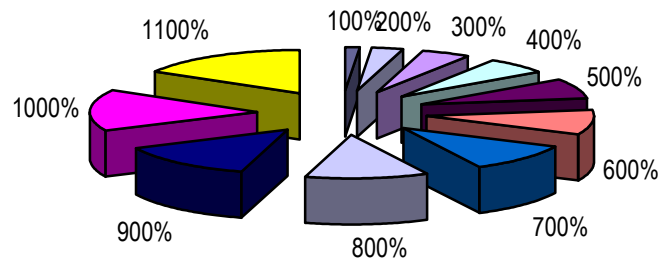
NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS		
Table 5 - School grounds analysis (Gross External Areas)		Date:
School :		
Area	Existing school m²	As proposed m²
1) Playing field area (grass and all weather pitches)	0	0
2) Hard surfaced games courts area	0	0
3) Informal and social areas	0	0
4) Habitat areas	0	0
5) Vehicular and pedestrian access areas	0	0
6) Car parking and service yard areas	0	0
7) Outdoor storage areas	0	0
8) Gross area of school buildings footprints	0	0
9) Gross area of caretakers' houses footprints	0	0
10) Area of other facilities, e.g. Early Years Provision	0	0
11) Area of swimming pools	0	0
12) Total site area	0	0

Graph showing School grounds analysis for existing school



- | | |
|---|---|
| ■ 1) Playing field area (grass and all weather pitches) | ■ 2) Hard surfaced games courts area |
| ■ 3) Informal and social areas | ■ 4) Habitat areas |
| ■ 5) Vehicular and pedestrian access areas | ■ 6) Car parking and service yard areas |
| ■ 7) Outdoor storage areas | ■ 8) Gross area of school buildings footprints |
| ■ 9) Gross area of caretakers' houses footprints | ■ 10) Area of other facilities eg Early Years Provision |
| ■ 11) Area of swimming pools | |

Graph showing School grounds analysis for existing school



- | | |
|---|---|
| ■ 1) Playing field area (grass and all weather pitches) | ■ 2) Hard surfaced games courts area |
| ■ 3) Informal and social areas | ■ 4) Habitat areas |
| ■ 5) Vehicular and pedestrian access areas | ■ 6) Car parking and service yard areas |
| ■ 7) Outdoor storage areas | ■ 8) Gross area of school buildings footprints |
| ■ 9) Gross area of caretakers' houses footprints | ■ 10) Area of other facilities eg Early Years Provision |
| ■ 11) Area of swimming pools | |

Table 6

NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS Table 6 - Car Parking / Cycle Spaces Analysis School :			Date:
Spaces	Existing school number	As proposed number	
1) Car parking spaces	0	0	
2) Covered cycle spaces	0	0	

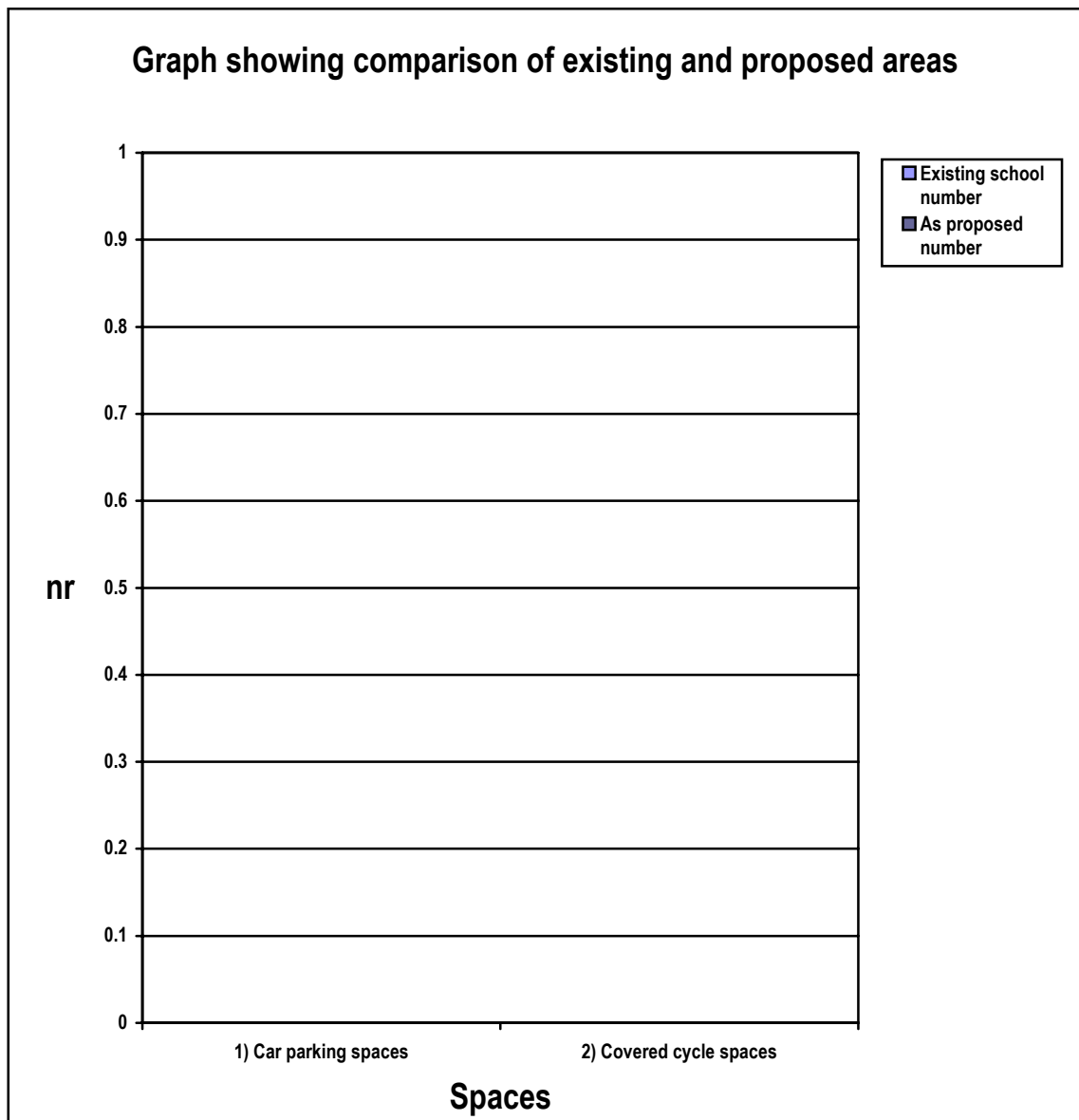


Table 7

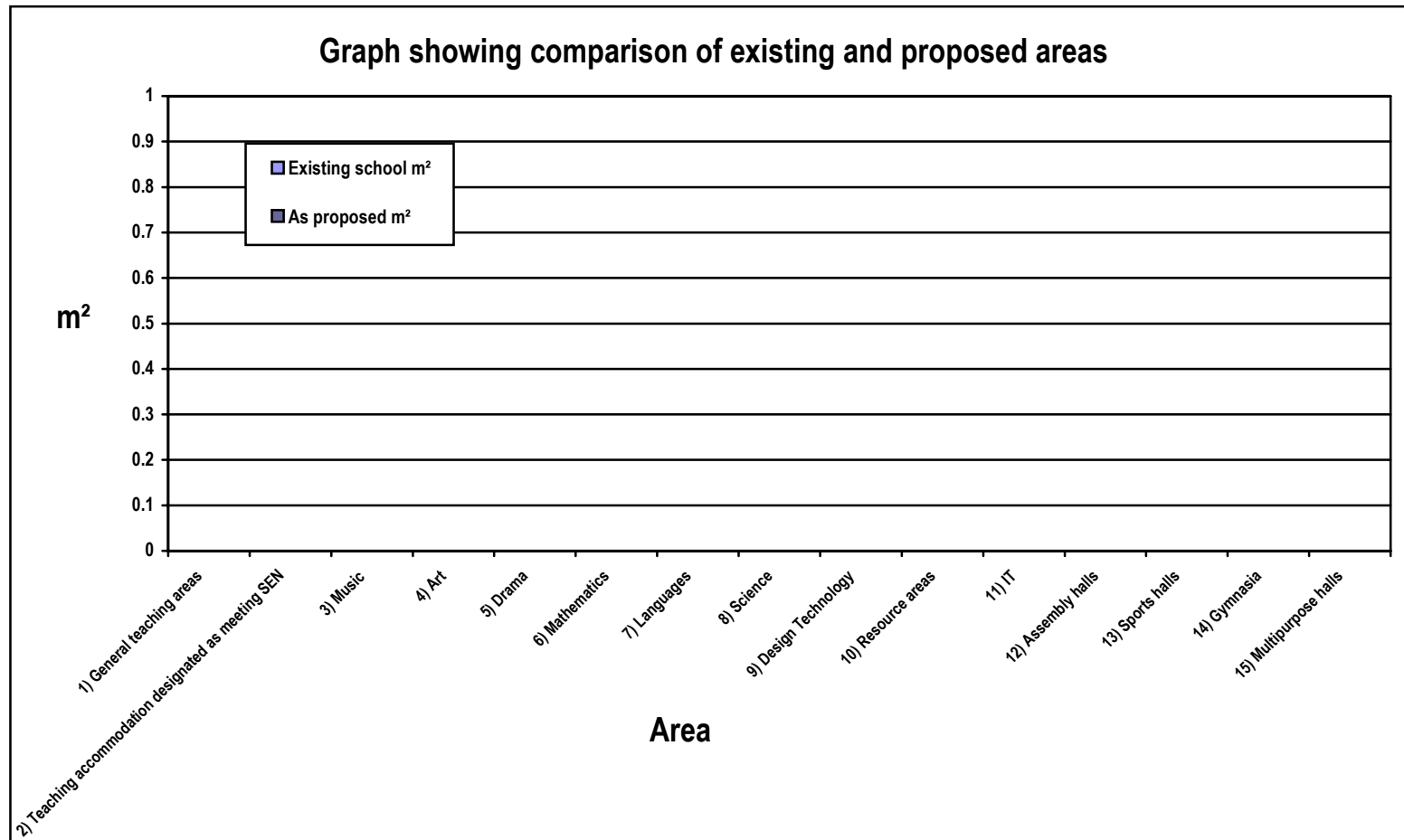
NORFOLK SCHOOLS PFI STATISTICAL ACCOMMODATION ANALYSIS		
Table 7 - Analysis of Specific Facilities (Gross Internal Areas)		Date:
School :		
Facility	Existing school m²	As proposed m²
1) General teaching areas	0	0
2) Teaching accommodation designated as meeting SEN	0	0
3) Music	0	0
4) Art	0	0
5) Drama	0	0
6) Mathematics	0	0
7) Languages	0	0
8) Science	0	0
9) Design Technology	0	0
10) Resource areas	0	0
11) IT	0	0
12) Assembly halls	0	0
13) Sports halls	0	0
14) Gymnasias	0	0
15) Multipurpose halls	0	0
16) Libraries	0	0
17) MI rooms	0	0
18) Group rooms	0	0
19) Staff administration accommodation and main reception areas	0	0
20) Catering facilities and food rooms	0	0
21) Dining halls	0	0
22) Sanitary, locker and cloakroom areas	0	0
23) Teaching storage	0	0
24) Non-teaching storage	0	0
25) Circulation areas	0	0
26) Boiler and plant rooms	0	0
27) Swimming pools	0	0
28) Provision for sole use by the community	0	0
29) Early years and childcare provision	0	0
30) Special resourced facilities	0	0
31) Adult learning and skills facilities	0	0

**NORFOLK SCHOOLS PFI
STATISTICAL ACCOMMODATION ANALYSIS**

Table 7 - Analysis of Specific Facilities

Date:

School:

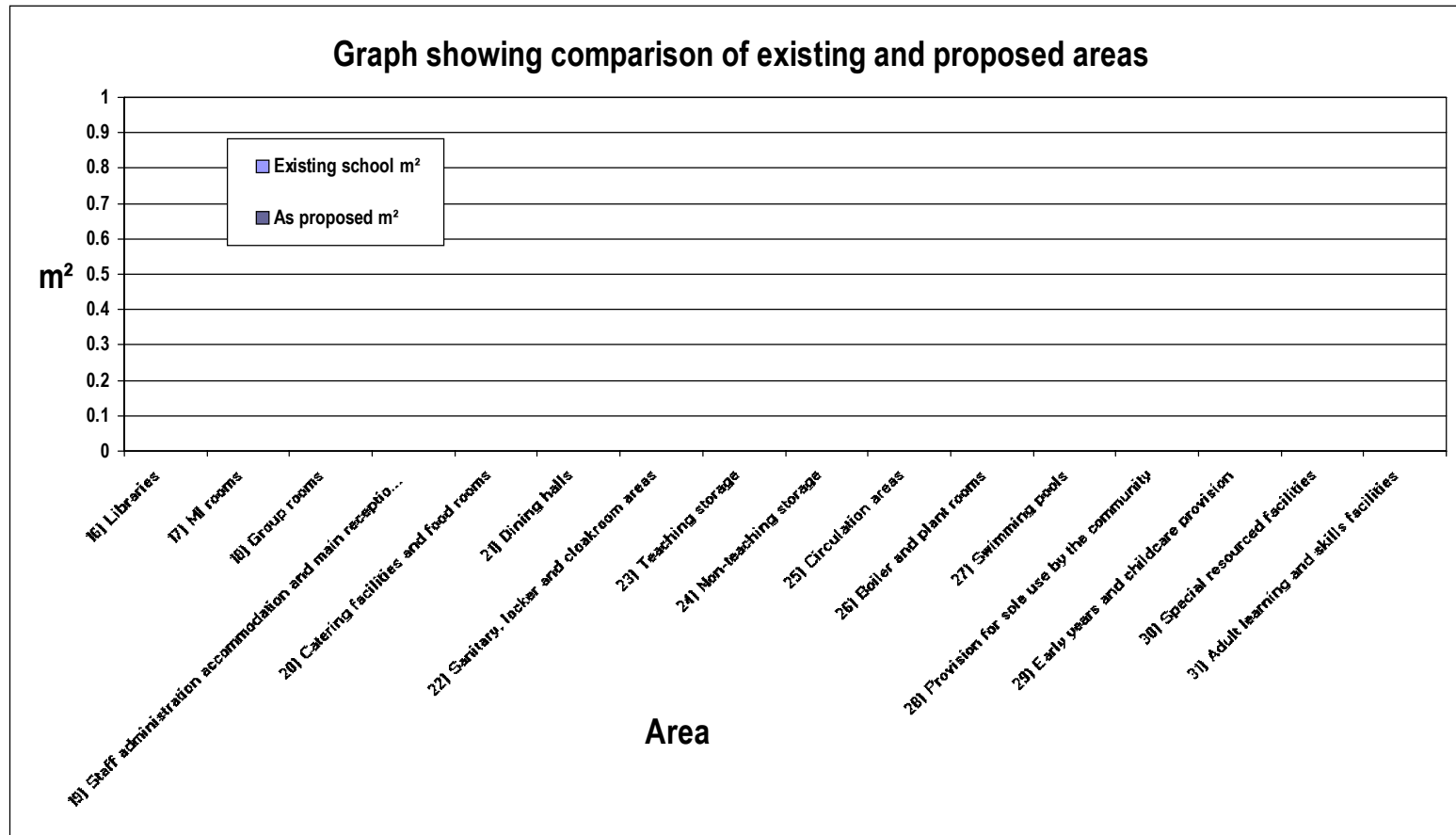


**NORFOLK SCHOOLS PFI
STATISTICAL ACCOMMODATION ANALYSIS**

Table 7 - Analysis of Specific Facilities

Date:

School:



NORFOLK SCHOOLS PFI

Page 1 of 2

5) Short written report identifying proposals for new plant and services

Date:

School :

NORFOLK SCHOOLS PFI

Page 2 of 2

5) Short written report identifying proposals for new plant and services

Date:

School:

NORFOLK SCHOOLS PFI

Page 1 of 2

6) Short written report identifying proposals for initial repairs as part of initial improvement works

Date:

School:

NORFOLK SCHOOLS PFI

Page 2 of 2

6) Short written report identifying proposals for initial repairs as part of initial improvement works

Date:

School:

NORFOLK SCHOOLS PFI

Page 1 of 2

7) Short written report identifying temporary works and proposals for decanting

Date:

School:

NORFOLK SCHOOLS PFI

Page 2 of 2

7) Short written report identifying temporary works and proposals for decanting

Date:

School:

Table 8

NORFOLK SCHOOLS PFI Table 8 - Analysis of Sanitary Fittings School:		
		Date:
Fitting	Existing school number	As proposed number
1) Provision for Pupils		
WC's		
Washbasins		
Urinals		
Sinks		
Showers		
Drinking fountains		
2) Provision for Staff		
WC's		
Washbasins		
Urinals		
Sinks		
Showers		
3) Provision for Disabled use		
WC's		
Washbasins		
Showers		
Baths		
Sluices		

Table 9

Five-year cyclical maintenance plan

	Less than 1 year	Year 1	Year 2	Year 3	Year 4	Year 5	Other
1 External Redecoration							
2 Internal Redecoration							
a General Areas							
b Toilets							
c Kitchens / Dining Rooms							
3 Electrical Installation Testing							
a Areas covered by Public Entertainment Licence							
b Swimming Pools							
c General Areas							
4 Gas Installation							
a Pressure Testing of Installation							
b Servicing of Appliances							
5 Boiler / Pump Servicing							
6 Water Installation							
a Biological Tests							
b Sterilisation							
c Risk Assessment							
7 Lifts							
a Lift Servicing							
b Insurance Inspection							
8 Fire Alarm Servicing							
9 Emergency Lighting Servicing							
10 Security Alarm Servicing							
11 Fume Cupboard Servicing							
12 Automatic Door Servicing							
13 Electrical Appliances							
14 Lifting Equipment (materials)							
15 Hoists (persons)							
16 Fire Extinguishers							
17 Pressure Vessels, i.e. calorifiers, autoclaves, etc.							

NORFOLK SCHOOLS PFI OUTLINE CONSTRUCTION COST ANALYSIS		Date:	
Table 10 - Outline Construction Cost Estimate (Preliminary costs apportioned)		Price Base: September 2003	
School:			
Work Section	Gross internal floor area (GIA) m ²	Cost per m ² GIA £	Total Cost £
1 New buildings and extensions			
2 Remodelling existing buildings for alternative use			
3 Refurbish existing buildings			
4 Furniture, fittings and equipment			
5 ICT provision			
Total Cost of Buildings			£ -
6 Demolitions and site clearance			
7 Siteworks			
8 Drainage			
9 External services and utilities charges			
10 Enabling works and temporary works			
Total Construction Cost			£ -
Note:			
Costs exclude allowances for			
a) Contingencies			
b) Professional and statutory fees			
c) Non-recoverable VAT			

NORFOLK SCHOOLS PFI

Page 1 of 2

12) General method statements

Date:

School:

NORFOLK SCHOOLS PFI

Page 2 of 2

12) General method statements

Date:

School:

**NORFOLK SCHOOLS PFI
TOTAL OUTLINE CONSTRUCTION COSTS**

Date:

Table 11 - Summary of Outline Cost Estimates for 70 (seventy) Schools

Price Base: September 2003

(* Detailed cost plans included with Table 14)

School	1) New buildings & extensions	2) Remodelling existing buildings for alternative use	3) Refurbish existing buildings	4) Furniture, fittings & equipment	5) ICT provision	6) Demolitions and site clearance	7) Sewerworks	8) Drainage	9) External services & utilities charges	10) Enabling works and temporary works	Total Cost
Caister											
Caister High School											-
Caister First School											-
Caister Middle School											-
John Grant Special School*	See Table 14										
Gorleston Area											
Cliff Park High School											-
Lynn Grove VA High School											-
Oriel High School*	See Table 14										
Breydon VC CE Middle School }											-
Cliff Park First School											-
Cobholm First School											-
Edward Worlledge Community Middle School											-
Herman First School* }	See Table 14										
Herman Middle School* }	See Table 14										
Hillside First School, Bradwell											-
Homefield VC First School, Bradwell											-
Hopton CE First School											-
Peterhouse First School }											-
Peterhouse Middle School }											-
Southtown First School											-
St. Mary's RC Primary School											-
Stradbroke Community First School											-

School	1) New buildings & extensions	2) Remodelling existing buildings for alternative use	3) Refurbish existing buildings	4) Furniture, fittings & equipment	5) ICT provision	6) Demolitions and site clearance	7) Siteworks	8) Drainage	9) External services & utilities charges	10) Enabling works and temporary works	Total Cost
	Total brought forward										-
Gorleston Area (continued)											
Waveney VC CE First School }											-
Woodlands Middle School, Bradwell											-
Wroughton Middle School											-
Great Yarmouth Town											
Great Yarmouth VA High School											-
Alderman Swindell First School											-
Greenacre First and Middle School*	See Table 14										
North Denes Middle School											-
Northgate St. Andrews First School											-
St. Georges First and Nursery School											-
St. Nicholas Priory CE VC Middle School											-
Martham Area											
Flegg High School											-
Filby First School											-
Hemsby First School											-
Martham First School and Nursery }											-
Ormesby First School											-
Ormesby Middle School											-
Rollsby First and Nursery School											-
West Flegg Middle Foundation School }											-
Winterton First School and Nursery											-
Loddon Area											
Hobart High School											-
Alpington & Bergh Apton CEVA Primary School											-

School	1) New buildings & extensions	2) Remodelling existing buildings for alternative use	3) Refurbish existing buildings	4) Furniture, fittings & equipment	5) ICT provision	6) Demolitions and site clearance	7) Siteworks	8) Drainage	9) External services & utilities charges	10) Enabling works and temporary works	Total Cost
	Total brought forward										-
Loddon Area (continued)											
Ditchingham CE Primary School											-
Earsham CEVA First School											-
Ellingham VC Primary School											-
Gillingham St. Michael's CEVA First School											-
Glebeland Community Primary School, Toftmonks*	See Table 14										
Loddon First School											-
Loddon Middle School											-
Seething & Mundham Primary School											-
Thurlton Primary School											-
Thurton Primary School											-
Woodton Primary School											-
Long Stratton Area											
Long Stratton High School*	See Table 14										
Aslacton Primary School											-
Fornsett St. Peter CEVA Primary School											-
Hapton CEVC Primary School											-
Hempnall School											-
Manor Field First & Nursery School											-
Newton Flotman CE Primary School											-
Tasburgh Preston CEVC Primary School											-
Saxlingham Nethergate CEVC Primary School											-
Shelton with Hardwick Community School											-
St. Mary's VC Middle School											-

School	1) New buildings & extensions	2) Remodelling existing buildings for alternative use	3) Refurbish existing buildings	4) Furniture, fittings & equipment	5) ICT provision	6) Demolitions and site clearance	7) Siteworks	8) Drainage	9) External services & utilities charges	10) Enabling works and temporary works	Total Cost
	Total brought forward										-
Stalham Area											
Stalham High School											-
Catfield VCCE First School											-
East Ruston Area Community School											-
Happisburgh CE First School											-
Hickling First School											-
Ludham First School											-
Stalham Community First School											-
Sutton CE First School*	See Table 14										
Swaffham Area											
Hamond's High School											-
Castle Acre CEVC First School											-
Marham Airfield First School											-
Marham Middle School											-
Narborough CEVC First School											-
Necton CE First School }											-
Necton VC Middle School }											-
North Pickenham St. Andrews CEVC First School											-
Sporle VC First School											-
Swaffham First and Nursery School											-
Swaffham South Greenhoe VCCE Middle School*	See Table 14										

NOTE: Costs exclude allowances for contingencies, professional and statutory fees, non-recoverable VAT.

NORFOLK SCHOOLS PFI

Table 12 - Analysis of outline floor area costs for 70 (seventy) Schools

Date:

(* Detailed schemes included with Table 15)

School	New Buildings			Remodelling existing for alternative use			Refurbishment			Cost of additional teaching areas included in new building cost			Cost of additional teaching areas included in remodelling costs		
	Total Nett Building Cost £	Area m ²	Floor Area Cost £/m ²	Total Cost £	Area m ²	Floor Area Cost £/m ²	Total Cost £	Area m ²	Floor Area Cost £/m ²	Total Cost £	Area m ²	Floor Area Cost £/m ²	Total Cost £	Area m ²	Floor Area Cost £/m ²
Caister															
Caister High School															
Caister First School															
Caister Middle School															
John Grant Special School*	See Table 15														
Gorleston Area															
Cliff Park High School															
Lynn Grove VA High School															
Oriel High School*	See Table 15														
Breydon VC CE Middle School															
Cliff Park First School															
Cobholm First School															
Edward Worledge Community Middle School															
Herman First School*	See Table 15														
Herman Middle School*	See Table 15														
Hillside First School, Bradwell															
Homefield VC First School, Bradwell															
Hopton CE First School															
Peterhouse First School															
Peterhouse Middle School															
Southtown First School															
St. Mary's RC Primary School															
Stradbroke Community First School															
Waveney VC CE First School															
Woodlands Middle School, Bradwell															
Wroughton Middle School															

21/02/0305/02/03

School	New Buildings			Remodelling existing for alternative use			Refurbishment			Cost of additional teaching areas included in new building cost			Cost of additional teaching areas included in remodelling costs		
	Total Nett Building Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²
Long Stratton Area															
Long Stratton High School*	See Table 15														
Aslacton Primary School															
Fornsett St. Peter CEVA Primary School															
Hapton CEVC Primary School															
Hempnall School															
Manor Field First & Nursery School															
Newton Flotman CE Primary School															
Tasburgh Preston CEVC Primary School															
Saxlingham Nethergate CEVC Primary School															
Shelton with Hardwick Community School															
St. Mary's VC Middle School															
Stalham Area															
Stalham High School															
Catfield VCCE First School															
East Ruston Area Community School															
Happisburgh CE First School															
Hickling First School															
Ludham First School															
Stalham Community First School															
Sutton CE First School*	See Table 15														
Swoffham Area															
Hamond's High School															
Castle Acre CEVC First School															
Marham Airfield First School															
Marham Middle School															
Narborough CEVC First School															
Necton CE First School															
Necton VC Middle School															
North Pickenham St. Andrews CEVC First School															
Sporle VC First School															
Swoffham First and Nursery School															
Swoffham South Greenhoe VCCE Middle School*	See Table 15														

**NORFOLK SCHOOLS PFI
DETAILED CONSTRUCTION COSTS**

Date:

Table 13 - Detailed Construction Cost Plan Analysis

Price Base: September 2003

School:

GROSS INTERNAL FLOOR AREA OF NEW BUILD 10.00 m2
GROSS INTERNAL FLOOR AREA OF REMODELLING 10.00 m2
GROSS INTERNAL FLOOR AREA OF REFURBISHMENT 10.00 m2

ELEMENT	%	PRELIMINARIES SHOWN SEPARATELY				PRELIMINARIES APPORTIONED			
		TOTAL ELEMENT COST	£/m2 OF FLOOR AREA	ELEMENT UNIT QUANTITY	ELEMENT UNIT RATE	TOTAL ELEMENT COST (INCL Prelims)	£/m2 OF FLOOR AREA (INCL Prelims)	ELEMENT UNIT QUANTITY	ELEMENT UNIT RATE
1 SUBSTRUCTURE			-	1.0	-			1.0	
2A FRAME			-						
2B UPPER FLOORS			-						
2C ROOF			-						
2D STAIRS			-						
2E EXTERNAL WALLS			-						
2F WINDOWS AND EXTERNAL DOORS			-						
2G INTERNAL WALLS & PARTITIONS			-						
2H INTERNAL DOORS			-						
2 SUPERSTRUCTURE		-	-	1.0	-			1.0	
3A WALL FINISHES			-						
3B FLOOR FINISHES			-						
3C CEILING FINISHES			-						
3 INTERNAL FINISHES		-	-	1.0	-			1.0	
4 FITTINGS, FURNITURE & EQUIPMENT		-	-					1.0	

ELEMENT		%	PRELIMINARIES SHOWN SEPARATELY				PRELIMINARIES APPORTIONED			
			TOTAL ELEMENT COST	£/m2 OF FLOOR AREA	ELEMENT UNIT QUANTITY	ELEMENT UNIT RATE	TOTAL ELEMENT COST (INCL Prelims)	£/m2 OF FLOOR AREA (INCL Prelims)	ELEMENT UNIT QUANTITY	ELEMENT UNIT RATE
5A	SANITARY APPLIANCES			-						
5B	SERVICES EQUIPMENT			-						
5C	DISPOSAL INSTALLATIONS			-						
5D	WATER INSTALLATIONS			-						
5E	HEAT SOURCE			-						
5F	SPACE HEATING INSTALLATIONS			-						
5G	VENTILATION SYSTEMS			-						
5H	ELECTRICAL INSTALLATIONS			-						
5I	GAS INSTALLATIONS			-						
5J	LIFTS AND CONVEYORS			-						
5K	PROTECTIVE INSTALLATIONS			-						
5L	COMMUNICATION INSTALLATIONS			-						
5M	SPECIAL INSTALLATIONS			-						
5N	BWIC WITH SERVICES			-						
5O	BUILDERS PROFIT ETC. ON SERVICES			-						
5	SERVICES		-	-	1.0	-			1.0	
TOTAL NETT BUILDING COST			-	-					1.0	
5P	ICT PROVISION			-	1.0	-			1.0	
6A1	DEMOLITION AND SITE CLEARANCE			-						
6A2	ROADS			-						
	CAR PARKING			-						
	PATHS AND PAVED AREAS			-						
	PLAY AREAS			-						
	LANDSCAPING			-						
	OTHER WORKS			-						
6A3	SITE ENCLOSURE AND DIVISION			-						
6A4	FITTINGS AND FURNITURE			-						
6B	DRAINAGE			-						
6C	EXTERNAL SERVICES			-						
6D	MINOR BUILDING WORKS			-						
6D1	ANCILLARY BUILDINGS			-						
6	EXTERNAL WORKS		-	-	1.0	-			1.0	

ELEMENT	%	PRELIMINARIES SHOWN SEPARATELY				PRELIMINARIES APPORTIONED			
		TOTAL ELEMENT COST	£/m2 OF FLOOR AREA	ELEMENT UNIT QUANTITY	ELEMENT UNIT RATE	TOTAL ELEMENT COST (INCL Prelims)	£/m2 OF FLOOR AREA (INCL Prelims)	ELEMENT UNIT QUANTITY	ELEMENT UNIT RATE
7A REMODELLING FOR ALTERNATIVE USE			-						
7B REFURBISHMENT			-						
7 ALTERATIONS TO EXISTING BUILDINGS		-	-	1.00	-			1.00	
8 ENABLING AND TEMPORARY WORKS			-						
9 PRELIMINARIES			-			-	-		
TOTAL CONSTRUCTION COST		-	-						

NOTE: Costs exclude allowances for contingencies, professional and statutory fees, non-recoverable VAT

**NORFOLK SCHOOLS PFI
TOTAL DETAILED CONSTRUCTION COSTS**

Table 14 - Summary of Detailed Construction Cost Plan Analysis for 8 (eight) Schools
(Preliminary costs apportioned)

Date:

Price Base: September 2003

School	Total Nett Building Cost £	ICT Provision £	External Works £	Remodelling for alternative use £	Refurbishment £	Enabling and temporary works £	Total Cost £
Caister							1.00
John Grant Special School							
Gorleston Area							
Oriel High School							
Herman First School }							
Herman Middle School }							
Great Yarmouth Town							
Greenacre First and Middle School							
Loddon Area							
Glebeland Community Primary School, Toftmonks							
Long Stratton Area							
Long Stratton High School							
Stalham Area							
Sutton CE First School							
Swaffham Area							
Swaffham South Greenhoe VCCE Middle School							

TOTAL CONSTRUCTION COST £ 1.00

NOTE: Costs exclude allowances for contingencies, professional and statutory fees, non-recoverable VAT.

NORFOLK SCHOOLS PFI Table 15 - Analysis of detailed cost plan floor area costs for 8 (eight) Schools															
															Date:
School	New Buildings			Remodelling existing for alternative use			Refurbishment			Cost of additional teaching areas included in new building cost			Cost of additional teaching areas included in remodelling costs		
	Total Nett Building Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²	Total Cost £	Area m²	Floor Area Cost £/m²
Caister															
John Grant Special School															
Gorleston Area															
Oriel High School															
Herman First School }															
Herman Middle School }															
Great Yarmouth Town															
Greenacre First and Middle School															
Loddon Area															
Glebeland Community Primary School, Toftmonks															
Long Stratton Area															
Long Stratton High School															
Stalham Area															
Sutton CE First School															
Swaffham Area															
Swaffham South Greenhoe VCCE Middle School															

NORFOLK SCHOOLS (GREAT YARMOUTH AND MARKET TOWNS)

CD/8677/S

PFI BID - SUPPLY OF SURVEY INFORMATION

TASK REFERENCE NR	SCHOOLS	Detailed Proposals
	Great Yarmouth Town	
T-01	1) Great Yarmouth VA High School	
T-02	2) Alderman Swindell First School	
T-03	3) Greenacre First and Middle School	✓
T-04	4) North Denes Middle School	
T-05	5) Northgate St. Andrews First School	
T-06	6) St. Georges First and Nursery School	
T-07	7) St. Nicholas Priory CE VC Middle School	
	Gorleston Area	
T-01	8) Cliff Park High School	
T-09	9) Lynn Grove VA High School	
T-10	10) Oriel High School	✓
T-11	11) Breydon VC CE Middle School	
T-12	12) Cliff Park First School	
T-13	13) Cobholm First School	
T-14	14) Edward Worledge Community Middle School	
T-15	15) Herman First School	✓
T-16	16) Herman Middle School	✓
T-17	17) Hillside First School, Bradwell	
T-18	18) Homefield VC First School, Bradwell	
T-19	19) Hopton CE First School	
T-20	20) Peterhouse First School	
T-21	21) Peterhouse Middle School	
T-22	22) Southtown First School	
T-23	23) St. Mary's RC Primary School	
T-24	24) Stradbroke Community First School	
T-25	25) Waveney VC CE First School	
T-26	26) Woodlands Middle School, Bradwell	
T-27	27) Wroughton Middle School	
	Martham Area	
T-28	28) Flegg High School	
T-29	29) Filby First School	
T-30	30) Hemsby First School	
T-31	31) Martham First School and Nursery	
T-32	32) Ormesby First School	
T-33	33) Ormesby Middle School	
T-34	34) Rollesby First and Nursery School	
T-35	35) West Flegg Middle Foundation School	
T-36	36) Winterton First School and Nursery	

NORFOLK SCHOOLS (GREAT YARMOUTH AND MARKET TOWNS)	CD/8677/S
PFI BID - SUPPLY OF SURVEY INFORMATION	

TASK REFERENCE NR	SCHOOLS	Detailed Proposals
	Caister	
T-37	37) Caister High School	
T-38	38) Caister First School	
T-39	39) Caister Middle School	
T-40	40) John Grant Special School	✓
	Loddon Area	
T-41	41) Hobart High School	
T-42	42) Alington & Bergh Apton CEVA Primary School	
T-43	43) Ditchingham CE Primary School	
T-44	44) Earsham CEVA First School	
T-45	45) Ellingham VC Primary School	
T-46	46) Gillingham St. Michael's CEVA First School	
T-47	47) Glebeland Community Primary School, Toftmonks	✓
T-48	48) Loddon First School	
T-49	49) Loddon Middle School	
T-50	50) Seething and Mundham Primary School	
T-51	51) Thurlton Primary School	
T-52	52) Thurton Primary School	
T-53	53) Woodton Primary School	
	Long Stratton Area	
T-54	54) Long Stratton High School	✓
T-55	55) Aslacton Primary School	
T-56	56) Fornsett St. Peter CEVA Primary School	
T-57	57) Hapton CEVC Primary School	
T-58	58) Hempsall School	
T-59	59) Manor Field First & Nursery School	
T-60	60) Newton Flotman CE Primary School	
T-61	61) Tasburgh Preston CEVC Primary School	
T-62	62) Saxlingham Nethergate CEVC Primary School	
T-63	63) Shelton with Hardwick Community School	
T-64	64) St. Mary's VC Middle School	
	Stalham Area	
T-65	65) Stalham High School	
T-66	66) Catfield VCCE First School	
T-67	67) East Ruston Area Community School	
T-68	68) Happisburgh CE First School	
T-69	69) Hickling First School	

NORFOLK SCHOOLS (GREAT YARMOUTH AND MARKET TOWNS)	CD/8677/S
PFI BID - SUPPLY OF SURVEY INFORMATION	

TASK REFERENCE NR	SCHOOLS	Detailed Proposals
	Stalham Area	
T-70	70) Ludham First School	
T-71	71) Stalham Community First School	
T-72	72) Sutton CE First School	✓
	Swaffham Area	
T-73	73) Hamond's High School	
T-74	74) Castle Acre CEVC First School	
T-75	75) Marham Airfield First School	
T-76	76) Marham Middle School	
T-77	77) Narborough CEVC First School	
T-78	78) Necton CE First School	
T-79	79) Necton VC Middle School	
T-80	80) North Pickenham St. Andrews CEVC First School	
T-81	81) Swaffham First and Nursery School	
T-82	82) Swaffham South Greenhoe VCCE Middle School	✓
T-83	83) Sporle VC First School	

Appendix B4 - Overall Output Specification Requirements

SERVICES TO BE PROVIDED BY CONTRACTOR		
Assets, Materials, Equipment and Facilities		
Service Output	Performance Requirement	Performance Standard
Provide Serviced School Accommodation for the - schools included in this project for the duration of the operational period	See B2.2	
Provide furniture and equipment within the Serviced School Accommodation	See B2.2.10 part g)	
Call Out Service		
Service Output	Performance Requirement	Performance Standard
Provide a 24 Hour call out service for emergency call out and service responses	Action to be taken in response to information provided by the Council and/or schools, or the parties, during the operating hours of schools. To deal with any service requirements under the contract and at anytime to deal with emergency responses that affect the operation, security and safety of schools and their environs	
Records and Deliverables		
Service Output	Performance Requirement	Performance Standard
Planning Permission for any developments in order to achieve the objectives of the Project	Nothing additional	Planning Permission gained prior to Contract Close Approval of reserved matters gained
Mechanism for demonstrating value for money is improved through the term of the contract	Includes but is not limited to revenue sharing from operational, benchmarking and refinancing benefits. The Council's position is that Benchmarking should be downward only. Subcontracting and cost saving sharing if not included elsewhere	To be supplied by the Contractor
Lead-in Plan	This is the plan that will take the Project from Contract Award to Service Commencement	To be supplied by the Contractor
Life-cycle Maintenance Plan	This shall include as a minimum an annual breakdown of the planned and life cycle maintenance proposals for each year of the Contract Period and will include notice periods, occupant liaison procedures	To be supplied by the Contractor
Performance Quality Plan	Qualitative and Quantitative objective measures to demonstrate the performance standard measurement system Monitoring proposals, customer satisfaction and general communication with occupants	To be supplied by the Contractor
Change Management Plan	This shall include proposals for the step down in requirement over the course of the Contract, both temporary and permanent release primarily for the rental but there is the opportunity to develop options for sale	To be supplied by the Contractor

Records and Deliverables (Continued)		
Service Output	Performance Requirement	Performance Standard
Contract Operations Plan	Nothing additional	To be supplied by the Contractor and agreed prior to financial close
Construction Plan	To include proposals for phased handover	To be supplied by the Contractor
Risk Management Strategy	To address processes and procedures the Bidder proposes relating to:-	Disaster Planning
		Management of the Contractor's own risk (including insurance arrangements)
		Management of shared risk
		Support for the Council in respect of the Council's risks
		Design and Construction Risks
		Demand or volume risks
		Commissioning and operating risks
		Residual value risks and
		Regulatory Risks
		To be supplied by the Contractor

Cleaning and Waste Management		
Service Output	Performance Requirement	Performance Standard
To maintain a clean and tidy appearance to all schools and keep external hard surface areas and school entrances safe	All areas must be kept free of a large accumulation of litter, rubbish, leaves, weeds and any other solid matter	
	Interior floors and mat wells by entrances must be kept reasonably free of litter, loose dirt, debris, scuff marks, spillage's, grease and other soiling	
	All external and internal surfaces must be kept free of graffiti	
To clean glazing to maintain its transparency and appearance	Inside and outside of all glazed items (including all windows, sills, doors, panels, metal fittings and associated fittings) must be kept reasonably free of loose dust, dirt, smears, finger-marks and other marks (including graffiti) or deposits	
To keep toilets and all other sanitary equipment odour-free, hygienic and clean for use	All urinals, splash plates, WC pans and pedestals, including tops and undersides of WC seats and lids, associated piping and surrounding edges and other items must be disinfected and free of ingrained and loose dust, dirt, grease, smears, finger marks and other marks (including graffiti), deposits, stains or accumulations. All surfaces must be dried to enhance appearance and to reduce risk of bacterial load	Also refer to FM spec.
To maintain the appearance of hard and soft floors (including stairs and landings) and keep them clean, tidy and safe.	All floors, skirtings, treads, risers, mats etc must be kept reasonably free of litter and loose dirt. They must, however, at all times be kept free of any substance which may be a hazard to health and safety, e.g. debris, standing water, spillage's, grease	
	Floors must be periodically treated in accordance with the manufacturers' instructions so that they are kept reasonably free of ingrained dirt, stains, marks and smears	
To provide continuous consumable supplies when school is in use	Toilet rolls, towels, sanitary towels, bar and liquid soap etc. must be replenished to meet daily needs	
To keep all surfaces clean and well maintained	All surfaces must be kept reasonably clean and free from all dust, loose, particulate and impregnated dirt, foreign matter, smears, stains and scuff marks	

Cleaning and Waste Management (continued)		
Service Output	Performance Requirement	Performance Standard
To dispose of waste hygienically and safely, avoid overflowing of waste receptacles and keep their interior and exterior clean	Bins and other waste receptacles throughout the school site to be emptied to a frequency so as to avoid risk to health or when full	
	The exterior of all bins and waste receptacles must be kept reasonably free of dust, dirt, smears, finger marks and any other marks (including graffiti) or deposits	
	Ensure safe, hygienic and secure storage facilities are maintained for all waste collected	
	Ensure regular waste collection is arranged so as not to disrupt the functions of schools	
To minimise the production of waste and maximise the amount of reuse and recycling	The provider should propose targets for the production and reuse / recycling of waste and a robust method of monitoring the fulfilment of those targets throughout the Contact Period	

Security and Health & Safety		
Service Output	Performance Requirement	Performance Standard
Provision of systems and review procedures for assessing and handling risks Specification of how roles and responsibilities are to be allocated between the parties to the contract (e.g. evacuation procedures, including special procedures for people with disabilities)	An updated assessment of the risks to be managed in relation to the school users, the buildings, sports and swimming facilities, grounds and FM services provided	
	All security and safety installations and procedures must be designed and maintained in such a way as to minimise disruption to teaching and administrative work, and the general use of the school	
	Action must be taken, within agreed response times, to address known potential hazards to the safety and security of school users	
	Where breaches occur persistently or an unforeseen risk materialises, appropriate action must be taken to modify systems and/or procedures to prevent recurrence	
	A training plan must be designed, implemented and updated to ensure adequate training is provided to all personnel engaged on a school campus in relation to security, fire safety, health and safety and emergency response procedures	
	A current contingency plan for handling critical incidents including school liaison procedures must be maintained	
	Bidders must specify training proposals to include SPV staff, contractors and client staff, where appropriate	

School access		
Service Output	Performance Requirement	Performance Standard
To maintain secure access to the school	The contractor shall open the school to users in accordance with agreed opening times	
	The contractor shall ensure the building is vacant at closing time and secure the building(s)	
	An updated management plan confirming the responsibilities of schools and the contractor to maintain access to and secure use of the schools	
	To maintain agreed procedures for all schools for access out of core times to support meeting educational requirements	
To act as an official police-informed 'key-holder'	All keys must be kept securely at all times	
	An up-to-date register of key-holders must be maintained at all times	
	The contractor shall provide the Authority and the school with one complete set of keys each at the beginning of the contract and any replacement or additional keys acquired by the contractor during the period of the contract	

Systems and equipment		
Service Output	Performance Requirement	Performance Standard
To install and maintain effective security systems and operations to meet all school and contractor requirements	Systems and equipment must be sufficient to protect school users, the premises, its entire contents and the grounds within reasonable limits	
	Any malfunctioning of security systems and equipment must be logged and remedied within agreed response times so that security and safety are not materially compromised at any time. Where necessary, interim provisions shall be made	
	Systems and equipment must be reviewed and updated at regular intervals during the contract period to take advantage of technological improvements and comply with prevailing good practice	
Fire safety		
Service Output	Performance Requirement	Performance Standard
To maintain fire safety	Internal and external fire fighting appliances and equipment (hydrants) must accord with current best practice, providing maximum flexibility for future extensions	
	Regular fire and inspection audits must be carried out, and the results and actions taken recorded	
	There must be regular tests, inspection and maintenance of fire alarm systems, and wet and dry fire main installations in line with industry standards and statutory requirements. Any malfunctioning must be logged and remedied within agreed response times	
	A single fire evacuation procedure must be established, documented, practised & maintained for all users of the building	
	Appropriate locking-up procedures must be established, documented & administered in compliance with Fire Regulations	
Health and safety		
Service Output	Performance Requirement	Performance Standard
To provide First Aid as required	First Aid equipment and training must be maintained in accordance with statutory Health and Safety regulations to meet requirements during periods when the contractor is responsible for the management of the premises	
To institute appropriate preventative and reactive measures to accidents resulting from the provider's areas of responsibility	Respond quickly to risks identified elsewhere in the country	
	Records shall be kept of all First Aid interventions in accordance with Health and Safety regulations	
	A log shall be kept of any personal accidents that relate to services delivered by the contractor. An accident report must be prepared detailing the cause of each incident and any remedial actions necessary, together with the timescale for completion	
To eradicate pests & vermin	Any incidence of pests and vermin must be responded to within agreed timescales	
Traffic and Pedestrian Safety		
Service Output	Performance Requirement	Performance Standard
Traffic management on school sites to maintain access, prevent accidents, and maintain security	Provision of safe vehicular and pedestrian access, which includes adequate provision for emergency vehicles, delivery vehicles, buses and coaches	
	All parked cars on the premises must be in designated parking spaces	
	Malfunctioning of any equipment and barriers must be logged and remedied within agreed response time	
	Entrances, exits and internal roadways must be kept clear during the school's available hours	

Environmental Standards		
Service Output	Performance Requirement	Performance Standard
Acoustics	BB93: Halls, teaching areas, sports halls, drama, music and performing arts only	
Daylight	BB87: No rooms to be solely lit by rooflights, except multi-purpose halls. Daylight quality shall support a productive educational environment and be controllable to allow ICT equipment use throughout the day and evening	
Sunlight	Significant areas of glazing facing south, east or west (Teaching areas)	
Ventilation	BB87: Ventilation is to be provided by natural means where possible except for the following areas: Lavatory areas & all washrooms shall be ventilated by mechanical means. Fan/air movement noise shall not exceed 43dBA at 1.0m from the fan or duct grilles	
	Localised extraction systems in pursuit of health & safety shall be required for specialised areas for crafts & laboratory fume cupboards	
	Localised extraction (Specialist Food Technology and ICT areas and Kitchens)	
Heating And Thermal Performance	BB87: Mechanical cooling considered, but priority given to passive means of controlling temperature. Designers shall integrate expertise across architectural and services design and optimise life cycle costs including that of heat producing equipment (Specialist Food Technology and ICT areas and Kitchens)	
	Minimum 19 degrees C internal temperature for external temperatures of -3 degrees C (Teaching and administration areas)	
	Maximum surface temperature 43 degrees C for all areas in Nurseries, Primary and Special Schools	
Hot Water Supplies	BB87: Maximum water temperature at fittings 43 degrees C for all areas (all schools)	
Lighting	BB87, BB90 and CIBSE Guide to Interior Lighting	
	Maintained illuminance of 400 lux at working plane. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - prismatic (polycarbonate) or open louvre (General teaching areas)	
	Maintained illuminance of 500 lux at working plane. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - prismatic (polycarbonate) or open louvre (Specialist teaching and administration areas)	
	Maintained illuminance of 200 lux at floor level. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - totally enclosed polycarbonate diffuser (Corridors and stairs)	
	Maintained illuminance of 300 lux at floor level. Luminaries – high frequency with ability to sense light levels and compensate for daylight reductions. Controllers - prismatic (polycarbonate) or open louvre (Main entrances)	
	Maintained illuminance of 150 lux at floor level. Luminaries – high frequency. Controllers - totally enclosed polycarbonate diffuser (Cupboards and store rooms)	
	Maintained illuminance of 300 lux at floor level. Luminaries – high frequency. Controllers - totally enclosed polycarbonate diffuser (Plant and boiler rooms)	
	Follow guidance issued by Sport England. Lighting quality shall be of a high standard to ensure visual comfort. There should be the maximum possible displacement of artificial lighting by daylight (Sports halls)	
	<u>Emergency lighting</u> (BS 5266) test switch adjacent to each luminaire. Assembly halls – maintained 3 hour duration. Escape routes and classrooms – non-maintained 3 hour duration	
	<u>External lighting</u> (CIBSE guide) allow for use by visually impaired and others with disabilities. Control by daylight sensor and time switch. Fittings should reduce light pollution by use of downward focusing. Roads and car parks - 20 lux; footways - 10 lux; steps 50 lux; entrances - 50 lux	

Environmental Standards (continued)		
Service Output	Performance Requirement	Performance Standard
Power	All rooms shall have a power supply suitable to satisfy the operational and cleaning requirements of the functional space and be sufficient to enable the school to deliver the curriculum in full	
	Mains distribution boards shall contain circuit breakers and/or residual current operated devices. All circuits shall be protected by a 30mA RCBO	
	Power generally shall be provided by 2 gang 13A, 3 pin shuttered switched socket outlets to BS 1363 pt 2	
	Power for ICT equipment shall be provided by 2 gang 13A, 3 pin shuttered double pole switched socket outlets to BS 1363 pt 2 with dual earth to comply with Regulation 607 of BS 7671 IEE Wiring Regulations. A minimum of 15 metres per classroom of power trunking shall be provided as specified for data wiring	
	Local isolation shall be provided to extract fans in toilet situations which are to be connected to the lighting circuits. Low voltage fans including isolation at low voltage shall be used when adjacent to wet areas	
	Local isolation shall be provided to water heaters by adjacent connection unit with flex outlet and butyl insulated flexible cable	
	Local isolation shall be provided to hand driers with a fused connection plate at a height of 2.5 metres from floor level. Butyl insulated flexible cable enclosed in flush conduit shall be provided from the connection unit to a flush conduit box located at rear of the drier. Flexible cable in surface fixed installations shall terminate via ring bushed conduit adjacent to the drier to leave minimum cable loop	
	Extract fans to pottery kiln rooms in all buildings shall be inter-faced with the pottery kiln firing cycle with the warning light external to the room	
	Installations including switches, socket outlets, and lighting to all external and damp areas of new and existing buildings including hydrotherapy pools shall comply to BS 1362 Pt2 1995, BS 7288 1990 and IP56	

Grounds Maintenance		
Service Output	Performance Requirement	Performance Standard
To maintain grassed areas in a neat, tidy and usable condition.	All grassed areas should be kept to a height appropriate to their usage and, within reasonable limits:	Free of weeds, moss or extraneous growth
		In healthy growth
		Neatly cut to the edge of the borders
		Free of litter and foreign matter such as stones, brick, glass and animal fouling
		Free-draining
To maintain all playing fields, sports pitches and other external sports facilities	All grassed areas should be maintained as appropriate for their intended sporting use	
	Hard and other synthetic surfaces shall be maintained in accordance with manufacturers' requirements and inspected on a regular basis	
	All markings to be provided in accordance with the specific sports' governing body rules, and to be visible at all times	
	All equipment shall be set up, taken down and stored as required and shall be maintained in a good state of repair	
To store, set out and maintain seasonal sports equipment	Seasonal sports equipment should be set out for use at the beginning of the season and returned to storage at the end of the season	
	All equipment should be well maintained and available at any time during the season	

Grounds Maintenance (Continued)		
Service Output	Performance Requirement	Performance Standard
To undertake horticultural works to maintain a pleasing, tidy appearance and to maintain boundaries fences and gates in effective order	Within reasonable limits all boundaries, trees, hedges, shrubs & other plants, fences and gates must be maintained such that:	They are in healthy growth
		They are kept to a manageable and tidy height consistent with its intended use
		They do not obstruct pedestrian or vehicular traffic routes or contact buildings
		All rose beds, shrubbery, herbaceous borders, ornamental beds, hedgerows, etc. are clear of litter, weeds, leaves, suckers, dead flower heads, rubbish and other debris, and are in a neat and tidy condition
		They meet the agreed individual site schedule of works for any educational environmental areas
		All fences and gates are well maintained
		Boundaries designed and maintained to deter unauthorised access and retain the appearance of a well-kept school
		The overall site appearance is that of a well-kept school
To inspect and maintain all trees on sites	In carrying out such work, the contractor shall	Obtain all necessary consents for the maintenance and/or removal of trees
		Carry out all works in a safe and non-disruptive manner
		Carry out any reinstatement works required as a result of the maintenance and/or removal of trees
		Ensure all trees are maintained so as not to cause nuisance to neighbours
		Where appropriate ensure any boundary is effectively maintained
To maintain hard landscaped areas and access routes so that they are clean, tidy, free of obstruction and can be used as required in a safe manner	All external hard surfaces must be kept	Reasonably free of weeds, moss, lichen or any other organic growth and litter
		Free-draining
		Clear of snow accumulations and in an anti-slip condition
To maintain external play equipment	Ensure all equipment is maintained to comply with the relevant British Standard [BS5696]	
To maintain water features so that they are clean, tidy, free of obstruction and safe	Within reasonable limits any water features should be	Safe for use by children
		Free of weeds, moss or extraneous growth
		Full of clean water
		Free of litter and foreign matter such as stones, brick and glass
		Fountains and similar sources of water should be free flowing
To maintain gutters so that they remain free flowing	There must be regular removal of litter, leaves and other waste material to avoid blockages	
To ensure that outside litterbins remain usable	Bins must be cleared regularly to avoid litter being discarded randomly. Bins must be cleaned to avoid odours and remove bacterial growth and replaced as necessary	

Energy and Utilities Management			
Service Output	Performance Requirement		Performance Standard
To maintain appropriate operational water supplies to schools at all times the school is in use	Water supply at identified drinking points to be potable at all times the school is in use		
	No failure of supply and distribution which materially interrupts use of the school		
To provide for the removal of water run-off and sewage from site	All drains, sewers and gullies to be maintained free-flowing and free from odours		
To maintain necessary utilities and fuel supplies and distribution systems	No failure in the supply or distribution which materially interrupts use of the school		
	Systems to be maintained in a leak-free and safe condition		
Management of energy and water consumption	Bidders to make proposals on monitoring and management of consumption		
	Bidders to make proposals on the reduction of production of CO2 and other waste steams		
Information and Communication Technology (ICT)			
Service Output	Performance Requirement		Performance Standard
Full network within the school with remote access capability			
To provide a network covering the entire school capable of carrying data, voice and video	Installation of a satisfactory, tested network, that allows for future expansion and equates to prevailing best practice		
	Compliance throughout the contract with standards specified by the National Council for Educational Technology (NCET) and other industry standards		
	<i>Services are to be routed and segregated to avoid any interference between power and ICT lines</i>		
To provide a full network support service and network access from within the school during the following period ...	Agreed targets to minimise downtime (use current measures and requirement to stay in line with industry standards).		
To use appropriate hardware and software to minimise access times to load software, load and save files and access the Internet	Agreed access times	May differ for different age groups / curriculum activities	
		Use current measures and requirement to stay in line with industry standards	
All ICT equipment and materials			
Provision of access to the network for all pupils	To provide a ratio of 1 computer to 8 pupils in primary schools and 1 computer to 5 pupils in secondary schools		
	The type and location of computers should be agreed with schools		
	All classrooms should have a data projector or some other means of allowing all pupils access to material stored on computers		
To provide suitable equipment and peripheral devices over the life of the contract to support curricular and management needs			
All agreed software			
Provision and support of all curriculum, management and administrative software			
A strategy for agreeing future software needs with schools and the LEA	Software to be installed within an agreed period of request		

Information and Communication Technology (ICT) (continued)		
Service Output	Performance Requirement	Performance Standard
Data integrity and security		
To transfer data satisfactorily from existing to new systems	The transfer should incorporate procedures to ensure the integrity of all transferred data	
To ensure integrity of data on an ongoing basis	(no data loss will be acceptable)	
To prevent unauthorised access to data	Compliance with all current and future data protection legislation	
ICT maintenance and refreshment		
To maintain all aspects of ICT	(agreed standards for, e.g. installation timescales, data integrity, network downtime)	
To develop an appropriate strategy for refreshing provision over the life of the contract	ICT provision to equate to prevailing good practice in schools and industry / NCET standards	
Staff development		
To provide technical training for all teachers and other staff using computers	The delivery of agreed training throughout the contract, which shall include induction for new staff and training on all new software	

Appendix B5 - Detailed Evaluation Criteria

PRIVATE AND CONFIDENTIAL

CONTRACT:

CONTRACTOR:

Evaluation Date:

Standard Marking Scores 10

BID EVALUATION SUMMARY

TABLE 1	Source Sheet	Weighting Factor	Score	Weighted Score	Maximum Score	Relative Importance
Project Objectives	Sheet 1	2	460	920	920	8.53%
Project Management and Deliverability	Sheet 2	2	700	1400	1400	12.99%
Facilities Management	Sheet 3	4	180	720	720	6.68%
Service Provision	Sheet 4	3	820	2460	2460	22.82%
Design Proposals	Sheet 5	2	1500	3000	3000	27.83%
Financial	Sheet 6	3	360	1080	1080	10.02%
Commercial & Legal	Sheet 7	2	480	960	960	8.91%
Best Value	Sheet 8	2	120	240	240	2.23%
TOTAL			4620	10780	10780	100.0%

CONTRACT:
CONTRACTOR:
Standard Mark per Criteria Category

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Project Objectives

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
	Local Education Authority Objectives							
1	Approach to design, construction, funding & service operations to meet project requirements	2	10	20	10	20	40	40
2	Overall proposals to improve & maintain school standards	2	10	20	10	20	40	40
3	Provision of FM Services that effectively support schools' educational objectives	1	10	10	10	10	20	20
4	Local Agenda 21 sustainability proposals for schools	1	10	10	10	10	20	20
5	Development of ICT proposals to enhance school performance	1	10	10	10	10	20	20
6	Enhancements to support schools as a community resource	1	10	10	10	10	20	20
	School Capacity Requirements							
7	Proposals to incorporate flexibility on changing school numbers	2	10	20	10	20	40	40
8	Minimum / maximum capacity requirements within overall contract period	1	10	10	10	10	20	20
	School Accommodation Objectives							
9	Overall proposals to ensure successful delivery of curriculum	2	10	20	10	20	40	40
10	Overall proposals to meet required educational requirements	2	10	20	10	20	40	40
11	Overall proposals to meet required non educational requirements	1	10	10	10	10	20	20
12	Specific proposals for teaching space provision	1	10	10	10	10	20	20
13	Specific proposals for non-teaching space provision e.g. sanitary & medical areas	1	10	10	10	10	20	20
14	Specific proposals for administrative accommodation provision	1	10	10	10	10	20	20
15	Specific proposals for community facilities provision	1	10	10	10	10	20	20
16	Specific proposals for external space provision	1	10	10	10	10	20	20
	Facilities Management - Overall Objectives & Proposals							
17	Service quality proposals to support core educational objectives	1	10	10	10	10	20	20
18	Overall Facilities Management service plan proposals	1	10	10	10	10	20	20
Total Weighting & Total Score		23		230		230	460	460
Percentage of Maximum Scored								100%

CONTRACT: 0
CONTRACTOR: 0
Standard Mark per Criteria Category 10

Project Management and Deliverability

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
	Consortium Management Structure							
1	- construction	1	10	10	10	10	20	20
2	- operations	1	10	10	10	10	20	20
3	Mobilisation / Lead In Plan	1	10	10	10	10	20	20
4	Sub-contractor Management Proposals	1	10	10	10	10	20	20
5	Subcontracting & Procurement Policy Proposals	1	10	10	10	10	20	20
6	Design Preparation & Approval	1	10	10	10	10	20	20
7	Partnering approach with schools	2	10	20	10	20	40	40
8	Securing support of stakeholders	2	10	20	10	20	40	40
	Construction Plan							
9	- detailed construction programme	2	10	20	10	20	40	40
10	- construction phasing	2	10	20	10	20	40	40
11	- deliverability of proposals	2	10	20	10	20	40	40
12	- schools / LEA liaison	1	10	10	10	10	20	20
13	- handover provision / commissioning proposals	1	10	10	10	10	20	20
	Transition Management Plan							
14	- decant proposals	1	10	10	10	10	20	20
15	- environment protection	1	10	10	10	10	20	20
16	- health & safety / security	1	10	10	10	10	20	20
17	- nuisance & aesthetics	1	10	10	10	10	20	20
	Contract Operations Plan							
18	- staffing (structure / deliverability / consistency)	2	10	20	10	20	40	40
19	- council / SPV interfaces	1	10	10	10	10	20	20
20	- school / SPV interfaces	1	10	10	10	10	20	20
21	- SPV / internal interfaces	1	10	10	10	10	20	20
22	- service provision implementation	1	10	10	10	10	20	20
23	- change management plan	1	10	10	10	10	20	20
24	- environment protection	1	10	10	10	10	20	20
25	- nuisance & aesthetics	1	10	10	10	10	20	20
	Life Cycle Maintenance Plan							
26	- performance quality plan	1	10	10	10	10	20	20
27	- performance standard proposals	1	10	10	10	10	20	20
28	- overall service proposals to meet required outcome	1	10	10	10	10	20	20
29	- incorporating change proposals	1	10	10	10	10	20	20
	Total Weighting & Total Score	35		350		350	700	700
	Percentage of Maximum Scored							100%

CONTRACT:
CONTRACTOR:
Standard Mark per Criteria Category

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Facilities Management

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
1	Performance Quality Plan	1	10	10	10	10	20	20
2	Customer Care & Communication with Schools / Authority and Provision of Monitoring Information	1	10	10	10	10	20	20
3	Health and Safety Management Proposals and Procedures	1	10	10	10	10	20	20
4	Overall planned & preventative maintenance programme	1	10	10	10	10	20	20
5	Cyclical Maintenance Plan	1	10	10	10	10	20	20
6	Response Maintenance Plan	1	10	10	10	10	20	20
7	Major Works Management Plan	1	10	10	10	10	20	20
8	Emergency Call Out Procedures	1	10	10	10	10	20	20
9	Quality Audit of Sub Contractors	1	10	10	10	10	20	20
		9		90		90	180	180
								100%

CONTRACT:
CONTRACTOR:
Standard Mark per Criteria Category

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Service Provision

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
	Overall Service Provision							
1	- proposed staffing arrangements to assure ongoing service delivery	2	10	20	10	20	40	40
2	- proposed contractual arrangements to assure ongoing service delivery	2	10	20	10	20	40	40
3	- proposed recruitment & retention strategy for staffing	2	10	20	10	20	40	40
4	- staff development & training proposals	2	10	20	10	20	40	40
	Cleaning & Waste Management							
5	- overall service proposals to meet required outcome	1	10	10	10	10	20	20
6	- response service	1	10	10	10	10	20	20
7	- provision of consumables	1	10	10	10	10	20	20
8	- service standards - internal / external	1	10	10	10	10	20	20
9	- environmental policy	1	10	10	10	10	20	20
10	- waste disposal, recycling, operations & initiatives	1	10	10	10	10	20	20
11	- projecting school image	1	10	10	10	10	20	20
	Security & Health & Safety							
12	- overall proposals to establish & maintain safe & secure school environment	1	10	10	10	10	20	20
13	- security proposals during construction & operational periods	1	10	10	10	10	20	20
14	- consultation procedures to achieve service outputs	1	10	10	10	10	20	20
15	- consultation & liaison proposals with schools	1	10	10	10	10	20	20
16	- staff vetting & training proposals	1	10	10	10	10	20	20
17	- risk assessment procedures	1	10	10	10	10	20	20
18	- traffic management plan	1	10	10	10	10	20	20
	Building, Installations & Asset Maintenance							
19	- asset management plan proposals	1	10	10	10	10	20	20
20	- proposals to maintain standards throughout contract period	1	10	10	10	10	20	20
21	- hand over standard at completion	1	10	10	10	10	20	20
	Grounds Maintenance							
22	- overall service proposals to meet required outcome	1	10	10	10	10	20	20
23	- landscaping & arboricultural policy	1	10	10	10	10	20	20
	Energy & Utilities Management							
24	- energy management & incentivisation policies	1	10	10	10	10	20	20
25	- site utility management policy and arrangements with suppliers	1	10	10	10	10	20	20
26	- emergency / back-up policy	1	10	10	10	10	20	20
	Caretaking / Site Supervisory Services							
27	- proposals to meet service requirement	1	10	10	10	10	20	20
28	- school liaison proposals	1	10	10	10	10	20	20
	Furniture & Equipment							
29	- design standards for new fixed furniture	1	10	10	10	10	20	20
	Information & Communication Technology							
30	- contribution to raising general education standards	1	10	10	10	10	20	20
31	- contribution to enhance the curriculum and learning	1	10	10	10	10	20	20
32	- contribution to improving computer literacy	1	10	10	10	10	20	20
33	- potential to develop life-long learning opportunities	1	10	10	10	10	20	20
34	- ability to integrate proposals with classroom practice	1	10	10	10	10	20	20
35	- ability to streamline management & administrative work for teachers and other staff	1	10	10	10	10	20	20
36	- proposals for staff development	1	10	10	10	10	20	20
37	- ability to network with existing ICT provision	1	10	10	10	10	20	20
Total Weighting & Total Score		41		410		410	820	820
Percentage of Maximum Scored								100%

CONTRACT:
CONTRACTOR:
Standard Mark per Criteria Category

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Design Proposals

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
	Overall Design Criteria							
1	- design proposals to meet sufficiency requirements	10	10	100	10	100	200	200
2	- design proposals to meet condition requirements	10	10	100	10	100	200	200
3	- design proposals to maximise suitability provision	5	10	50	10	50	100	100
	Facilitate effective and efficient management							
4	- layout of school site	2	10	20	10	20	40	40
5	- layout of school buildings	2	10	20	10	20	40	40
6	- layout of grounds	1	10	10	10	10	20	20
	Aid employment of a full range of teaching & learning styles							
7	- use of internal areas	2	10	20	10	20	40	40
8	- use of external areas	1	10	10	10	10	20	20
9	- balance of risk with quality of learning	1	10	10	10	10	20	20
	Contribution to higher morale of users							
10	- appropriateness for age group	2	10	20	10	20	40	40
11	- quality of specification	2	10	20	10	20	40	40
12	- welcoming to all users	2	10	20	10	20	40	40
	Equality of access							
13	- compliance with statutory requirements	2	10	20	10	20	40	40
14	- ease of accessibility for all users	2	10	20	10	20	40	40
	Maximise potential of the site							
15	- use of land	2	10	20	10	20	40	40
16	- features of interest	1	10	10	10	10	20	20
	Sustainable to build and operate							
17	- design proposals	5	10	50	10	50	100	100
18	- monitoring proposals	3	10	30	10	30	60	60
	Demonstrate Best Value							
19	- long-term best value approach to requirements	4	10	40	10	40	80	80
20	- balance between different uses	1	10	10	10	10	20	20
21	- protection against damage	1	10	10	10	10	20	20
	Accommodate changing needs							
22	- allow future extensions	1	10	10	10	10	20	20
23	- ease of future internal changes	3	10	30	10	30	60	60
24	- enable incorporation of future technology	1	10	10	10	10	20	20
	Provide comfortable and flexible environment							
25	- environmental standards	2	10	20	10	20	40	40
26	- control by users	2	10	20	10	20	40	40
	Comply with best practice and statutory regulations							
27	- compliance with statutory requirements	2	10	20	10	20	40	40
28	- compliance with best practice	1	10	10	10	10	20	20
29	- compliance with DFES guidance	2	10	20	10	20	40	40
Total Weighting & Total Score		75		750		750	1500	1500
Percentage of Maximum Scored								100%

CONTRACT: 0
CONTRACTOR: 0
Standard Mark per Criteria Category 10

Financial

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
1	Acceptance of Payment Mechanism	2	10	20	10	20	40	40
2	Financial Model Projections	2	10	20	10	20	40	40
3	Financing Plan	2	10	20	10	20	40	40
4	Affordability	3	10	30	10	30	60	60
5	Unitary Charge Structure	2	10	20	10	20	40	40
	Balance Sheet Issues (FRS5)							
6	- pricing risk	1	10	10	10	10	20	20
7	- demand risk	1	10	10	10	10	20	20
8	- performance risk (availability & performance)	1	10	10	10	10	20	20
9	- design risk	1	10	10	10	10	20	20
10	- potential change	1	10	10	10	10	20	20
11	- obsolescence	1	10	10	10	10	20	20
12	- third party revenues	1	10	10	10	10	20	20
Total Weighting & Total Score		18		180		180	360	360
Percentage of Maximum Scored								100%

CONTRACT:

0

CONTRACTOR:

0

Standard Mark per Criteria Category

10

Commercial and Legal

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
1	Mark up and Commentary - Project Agreement	5	10	50	10	50	100	100
2	Acceptance of Key Terms	5	10	50	10	50	100	100
3	Risk Allocation Schedule Position	4	10	40	10	40	80	80
4	TUPE	4	10	40	10	40	80	80
5	Organisational Structure Proposals	3	10	30	10	30	60	60
6	Insurances	3	10	30	10	30	60	60
Total Weighting & Total Score		24		240		240	480	480
Percentage of Maximum Scored								100%

CONTRACT: 0
CONTRACTOR: 0
Standard Mark per Criteria Category

10

Best Value

Line Ref. No.	Criteria	Weight	Information		Quality		Total Score	Possible Score
			Mark	Score	Mark	Score		
1	Proposals to support authority best value performance plans	1	10	10	10	10	20	20
2	Proposals to support authority best value reviews	1	10	10	10	10	20	20
3	Access to documentation	1	10	10	10	10	20	20
4	Carrying out of customer satisfaction surveys	1	10	10	10	10	20	20
5	Provision of annual service report	1	10	10	10	10	20	20
6	Arrangements for performance standard benchmarking	1	10	10	10	10	20	20
Total Weighting & Total Score		6		60		60	120	120
Percentage of Maximum Scored								100%

SUMMARY MARKING SHEET

Norfolk Schools PFI Project

BIDDER:

SCHOOL NAME:

Line Ref. No.	Criteria	Weight	Total	Information		Quality		Total	Query raised on information (completion required in all cases where mark for Quality is different from that for Information)
			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
	School Capacity Requirements								
7	Proposals to incorporate flexibility on changing school numbers	4	80		0		0	0	
	School Accommodation Objectives								
9	Overall proposals to ensure successful delivery of curriculum	4	80		0		0	0	
12	Specific proposals for teaching space provision	2	40		0		0	0	
13	Specific proposals for non-teaching space provision e.g. sanitary & medical areas	2	40		0		0	0	
14	Specific proposals for administrative accommodation provision	2	40		0		0	0	
15	Specific proposals for community facilities provision	2	40		0		0	0	
16	Specific proposals for external space provision	2	40		0		0	0	
	Consortium Management Structure								
7	Partnering approach with schools	4	80		0		0	0	
8	Securing support of stakeholders	4	80		0		0	0	
	Construction Plan								
9	- detailed construction programme	4	80		0		0	0	
10	- construction phasing	4	80		0		0	0	
11	- deliverability of proposals	4	80		0		0	0	
12	- schools / LEA liaison	2	40		0		0	0	
13	- handover provision / commissioning proposals	2	40		0		0	0	
	Transition Management Plan								
14	- decant proposals	2	40		0		0	0	

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			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
15	- environment protection	2	40		0		0	0	
16	- health & safety / security	2	40		0		0	0	
17	- nuisance & aesthetics	2	40		0		0	0	
Contract Operations Plan									
20	- school / SPV interfaces	2	40		0		0	0	
23	- change management plan	2	40		0		0	0	
24	- environment protection	2	40		0		0	0	
25	- nuisance & aesthetics	2	40		0		0	0	
Life Cycle Maintenance Plan									
26	- performance quality plan	2	40		0		0	0	
27	- performance standard proposals	2	40		0		0	0	
Facilities Management									
1	Performance Quality Plan	4	80		0		0	0	
2	Customer Care & Communication with Schools / Authority and Provision of Monitoring Information	4	80		0		0	0	
3	Health and Safety Management Proposals and Procedures	4	80		0		0	0	
6	Response Maintenance Plan	4	80		0		0	0	
7	Major Works Management Plan	4	80		0		0	0	
8	Emergency Call Out Procedures	4	80		0		0	0	
9	Quality Audit of Sub Contractors	4	80		0		0	0	
Overall Service Provision									

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Norfolk Schools PFI Project

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			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
1	- proposed staffing arrangements to assure ongoing service delivery	6	120		0		0	0	
2	- proposed contractual arrangements to assure ongoing service delivery	6	120		0		0	0	
3	- proposed recruitment & retention strategy for staffing	6	120		0		0	0	
4	- staff development & training proposals	6	120		0		0	0	
Cleaning & Waste Management									
5	- overall service proposals to meet required outcome	3	60		0		0	0	
6	- response service	3	60		0		0	0	
7	- provision of consumables	3	60		0		0	0	
8	- service standards - internal / external	3	60		0		0	0	
9	- environmental policy	3	60		0		0	0	
10	- waste disposal, recycling, operations & initiatives	3	60		0		0	0	
11	- projecting school image	3	60		0		0	0	
Security & Health & Safety									
12	- overall proposals to establish & maintain safe & secure school environment	3	60		0		0	0	
13	- security proposals during construction & operational periods	3	60		0		0	0	
14	- consultation procedures to achieve service outputs	3	60		0		0	0	
15	- consultation & liaison proposals with schools	3	60		0		0	0	
16	- staff vetting & training proposals	3	60		0		0	0	

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Norfolk Schools PFI Project

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			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
17	- risk assessment procedures	3	60		0		0	0	
18	- traffic management plan	3	60		0		0	0	
Building, Installations & Asset Maintenance									
19	- asset management plan proposals	3	60		0		0	0	
20	- proposals to maintain standards throughout contract period	3	60		0		0	0	
21	- hand over standard at completion	3	60		0		0	0	
Grounds Maintenance									
22	- overall service proposals to meet required outcome	3	60		0		0	0	
23	- landscaping & arboricultural policy	3	60		0		0	0	
	Energy & Utilities Management								
24	- energy management & incentivisation policies	3	60		0		0	0	
25	- site utility management policy and arrangements with suppliers	3	60		0		0	0	
26	- emergency / back-up policy	3	60		0		0	0	
Caretaking / Site Supervisory Services									
27	- proposals to meet service requirement	3	60		0		0	0	
28	- school liaison proposals	3	60		0		0	0	
Furniture & Equipment									
29	- design standards for new fixed furniture	3	60		0		0	0	
Facilitate effective and efficient management									
4	- layout of school site	4	80		0		0	0	

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Norfolk Schools PFI Project

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			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
5	- layout of school buildings	4	80		0		0	0	
6	- layout of grounds	2	40		0		0	0	
Aid employment of a full range of teaching & learning styles									
7	- use of internal areas	4	80		0		0	0	
8	- use of external areas	2	40		0		0	0	
9	- balance of risk with quality of learning	2	40		0		0	0	
Contribution to higher morale of users									
10	- appropriateness for age group	4	80		0		0	0	
11	- quality of specification	4	80		0		0	0	
12	- welcoming to all users	4	80		0		0	0	
Equality of access									
14	- ease of accessibility for all users	4	80		0		0	0	
Maximise potential of the site									
15	- use of land	4	80		0		0	0	
16	- features of interest	2	40		0		0	0	
Sustainable to build and operate									
17	- design proposals	10	200		0		0	0	
18	- monitoring proposals	6	120		0		0	0	
Demonstrate Best Value									
20	- balance between different uses	2	40		0		0	0	
21	- protection against damage	2	40		0		0	0	
Accommodate changing needs									

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			Possible Score	Mark (out of 10)	Actual Score	Mark (out of 10)	Actual Score	Actual Score	
22	- allow future extensions	2	40		0		0	0	
23	- ease of future internal changes	6	120		0		0	0	
24	- enable incorporation of future technology	2	40		0		0	0	
Provide comfortable and flexible environment									
25	- environmental standards	4	80		0		0	0	
26	- control by users	4	80		0		0	0	
			Total Score	5340	0	0	0	0	0
			Percentage of Maximum Scored						0.0%
			No of zeros		0		0		
			No of 1 to 3		0		0		
			No of 4 to 6		0		0		
			No of 7 to 9		0		0		
			No of 10		0		0		

Evaluation Team undertaking marking	Date:
Name:	
Name:	
Name:	
Name:	
Name:	
Name:	
Name:	