

UK BIM Alliance

Department for Education

Soft Landings

Stephen Batcheler
Project Director
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Department
for Education

Government Soft Landings - Definition

To champion better outcomes for all new public sector buildings, through design and construction, with Government Soft Landings (GSL) supported by Building Information Modelling (BIM) – ISO 19650, to ensure that value is achieved in the operational lifecycle of an asset.



DfE Soft Landings Process – School Projects

1. DfE is currently running two Capital build programmes:
 - a. Priority School Building Programme (PSBP)
 - b. Free Schools Programme
2. Circa. 200 refurbished or new build school projects are completed annually
3. The value of each school project varies depending on the type and size of school, but capital costs are published on Gov.uk once all works are completed and costs are finalised
4. Construction programmes are typically between 12 months and 2 years, but on average 18 months



DfE Soft Landings Process - Aim

1. That school construction projects adopt the DfE soft landings strategy from project inception and follow it throughout the development of the project, not just at handover.
2. To ensure that the new building reflects the schools requirements for building functionality and operational performance, but is sufficiently flexible and adaptable to accommodate future changes
3. To ensure the transition from construction site to building occupation is bump free and that schools are quickly able to reach optimum operational performance
4. To make sure that new and refurbished school buildings meet the schools performance requirements for both staff and pupils from day one



DfE Soft landings Process - The Challenges

Cabinet Office announced that by April 2016 all publicly funded construction projects should be delivered in accordance with Government Soft Landings (GSL)

1. All DfE new school and refurbishment construction projects use Design and Build contracts
2. DfE does not occupy any of the completed school projects – DfE is the client but not the end user which is the school
3. The development of a DfE Soft Landings strategy - align with existing DfE project and contract management processes
4. To ensure DfE processes are in full alignment with the latest standards for GSL:
<https://ukbimframework.org/standards-guidance/>
5. Development of training programmes and presentations for delivery to: DfE Project Managers, Technical Advisors, contractors and their supply chain

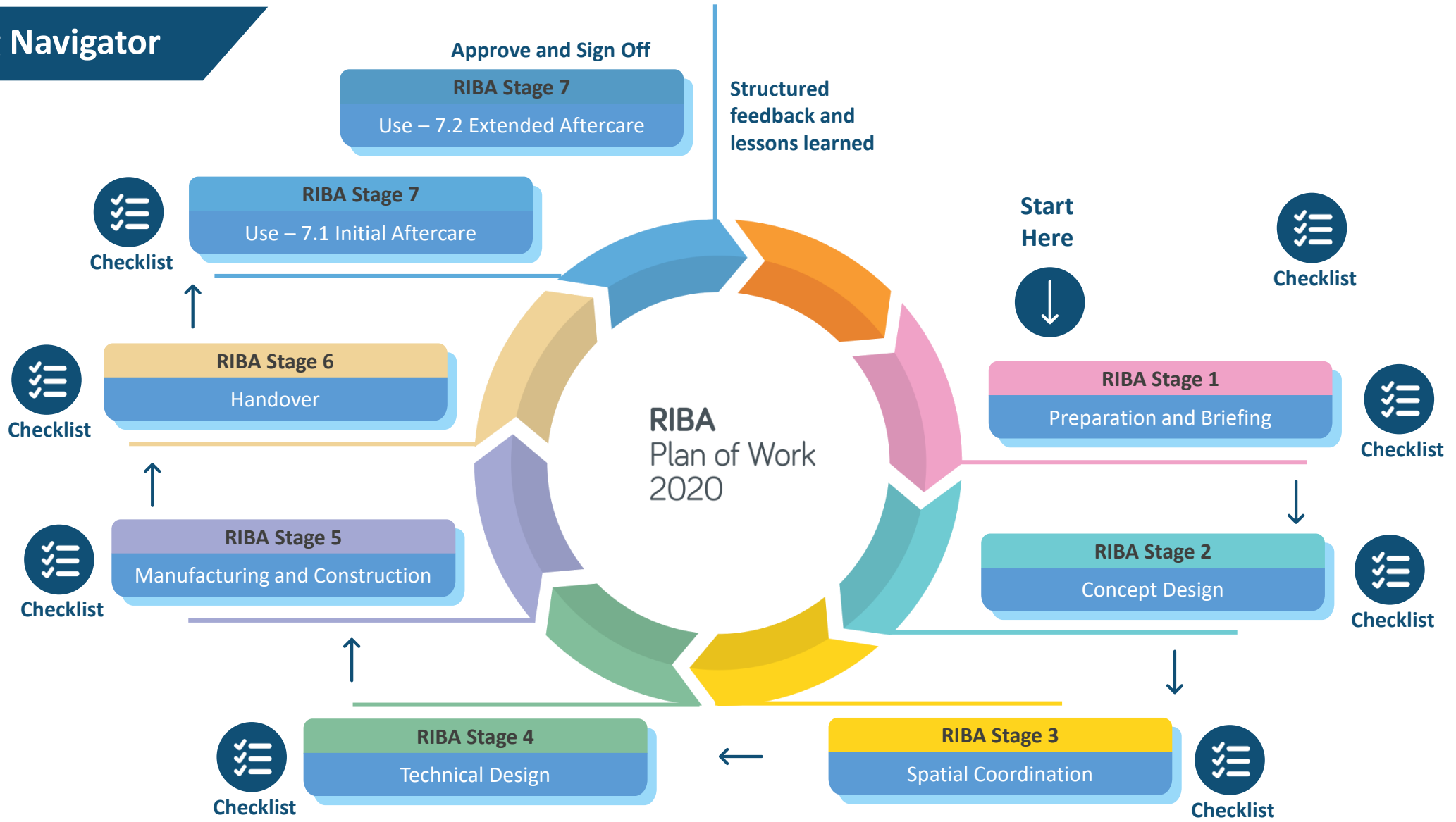


DfE Soft Landings - Development Process

1. Appointed a Soft Landings champion to lead a development working group
2. Gathered and studied a wide range of information on Soft Landings strategy and processes
3. Undertook a detailed review of Building Services Research Information Association (BSRIA)
4. Worked through the Government Soft Landings strategy – Which adds targets
5. Created a DfE Soft Landings strategy and asked for comment from all interested parties
6. Set up a number of pilot studies supported by headteachers, from inception through to handover
7. Refined the initial proposals and updated DfE Soft Landings strategy to meet RIBA Workplan 2020
8. Developed the training programme and then rolled this out across all DfE programmes



Training Navigator



Checklist

Handover 6

No:	Project Management Tasks	Detailed Task Requirement	Task Lead	Required Output	
6.1	Review, develop and confirm completion date for the recording process for quantitative (measurable) performance targets.	The contractor is to develop and then demonstrate their process to collate and record all the information from the measurable performance targets.	Contractor	The contractor is to design, demonstrate and implement the process for collation and recording of all the information from the measurable performance targets.	<input type="checkbox"/>
6.2	Prepare building readiness programme and develop snagging process and timings in conjunction with school facilities team.	The contractor is to prepare building readiness programme and develop snagging process and timings in conjunction with school facilities team.	Contractor	The contractor is to provide a building readiness plan.	<input type="checkbox"/>
6.3	6 months before handover - Start to prepare and check building and system commissioning records.	6 months before handover - The contractor is to start preparing and checking building and system commissioning records.	Contractor	The contractor is to prepare a new school building handover and commissioning plan.	<input type="checkbox"/>
6.4	Confirm approach to and provide delivery plan for site / building operational and equipment training for school teaching and facilities staff.	The contractor is to confirm approach to and provide delivery plan for site / building operational and equipment training for school teaching and facilities staff.	Contractor	The contractor is to provide a plan to train school teaching and premises staff on building systems	<input type="checkbox"/>
6.5	6 months before handover - Commence development plan for existing school decant (particularly furniture locations, legacy ICT/Audio Visual (AV) items, new purchases by schools, disposal of old furniture and curriculum material) and new building occupation and/or old building mothball processes.	The contractor is to provide a decant workshop for the school, that clearly sets out full details of the proposed commissioning, handover and aftercare process, which will be agreed by all stakeholders.	Contractor	The contractor is to prepare a school decant plan.	<input type="checkbox"/>
6.6	The contractor is to compile School Building User Guide (BUG) for school teaching and facilities staff.	The contractor is to develop a School Building User Guide (BUG) for school teaching and facilities staff.	Contractor	The contractor is to prepare a Building User Guide.	<input type="checkbox"/>
6.7	Develop, review and agree building operational and maintenance schedules to identify what the school is expected to do for new maintenance arrangements, and for integration with existing arrangements where there is existing blocks. This schedule should include details of manufacturers information or required service procedures clearly specified for the school facilities team.	The contractor is to produce and agree a clear building operational and maintenance schedule for the school which defines the new maintenance arrangements, and how they will be integrated with existing arrangements where there is existing blocks. This document must contain full details of manufacturers product information and all servicing and maintenance procedures, clearly specified for the school facilities team.	Contractor	The contractor is to prepare draft building Operation and Maintenance (O&M) schedules.	<input type="checkbox"/>
6.8	The contractor is to develop, an initial draft of the Operation & Maintenance (O&M) manuals.	The contractor is to develop, an initial draft of the Operation & Maintenance (O&M) manuals.	Contractor	The contractor is to develop, an initial draft of the Operation & Maintenance (O&M) manuals.	<input type="checkbox"/>



Checklist

Key Soft Landings Stage Tasks

Inform

7.2.1 Organise formal monthly aftercare review meeting

7.2.4 Record and update details of fine-tuning and usage changes in draft O&M

7.2.7 Set up and coordinate corporate strategy for POE and BPE

7.2.2 Log and review technical and utility performance data

7.2.5 Communicate fine-tuning, usage changes and updates

7.2.8 Review and compile records of Lessons Learnt

7.2.3 Assess then fine-tune building technical and equipment systems

7.2.6 Measure and evaluate changes and updates to technical systems and utility performance

Structured Feedback including defects, non-conformance and Lessons Learned

Approve & Sign-off

Key stage tasks – For Gateway approval of project completion:

- Have formal monthly review meetings commenced ?
- Has technical and utility performance data been logged and reviewed ?
- Have details of the M&E fine tuning and usage changes been recorded in O&M Manuals ?
- Have updates and changes to technical systems and utility performance been recorded ?
- Does the lessons learnt register need to be reviewed and updated ?

Use – 2 Extended Aftercare



DfE Soft Landings - Findings

1. Development of DfE Soft Landings strategy and processes was a significant task and took time
2. Considerable research and development was required, even with detailed process information available from both BSRIA and Government Soft Landings
3. Dedicated project team with a wide range of skills to develop, review and test proposals
4. Wide range of presentations to DfE governance board, programme managers, individual project managers, technical advisors and contractors
5. Pilot studies to trial, test and refine proposed Soft Landings strategies and processes on real and live individual school construction projects



DfE Soft Landings - Benefits

The evidence suggests that adopting Soft Landings will:

1. Reduce construction errors through; miss interpretation, failure of and/or poor communication or unrealistic expectations
2. Reduce total project timescales due to unplanned and unexpected delays
3. Reduce construction costs for project defaults or rectification work after completion/handover
4. Reduce the number of project staff returning to site after handover date and during the 12-month Defect Liability period
5. Improve timescale for the school to reach its optimum performance in the new building
6. Improve wellbeing for the school building occupants – Pupils and Staff



DfE Soft Landings Process - Future

1. All new and refurbished school building projects will now use the DfE Soft Landings process from project inception
2. All Soft Landings process information and supporting documents are available to DfE project managers on line
3. Internal Soft Landings contact and email address: to provide support, help to answer questions, receive feedback and provide further information
4. Regular Soft Landings updates, training, presentations and review process which includes: DfE Project Managers, Technical Advisors, contractors and their supply chain



Any Questions ?



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