

Facilitators Report on Briefing Stage Design Quality Indicators (DQI) Workshop at The Hereford (Wyebridge) Academy – Hereford on Wednesday 13th February 2008

1. Andy Thompson, DQI Facilitator, was invited to facilitate a briefing stage workshop for the proposed new Academy building on the Wyebridge Sports College site in Hereford . Arrangements for the workshop were made with Richard East, Hereford Council's Project Manager who is taking the role of DQI Leader in liaison with the sponsor, the head teacher and project technical advisors from Navigant Consulting.
2. Prior to the workshop the facilitator had the opportunity to see the following documentation: the Academy's Education Vision Statement and the 'outline' design brief; they included a summary of key statistics and an outline of the two option proposals to-date.
3. At the beginning of the workshop it was explained that the Design User Group (DUG) had been developing the educational vision and the design brief towards achieving an Outline Business Case to put to government for the development of the Academy. On agreement the project will move to invite bids for the design and construction of the Academy buildings. The sponsors, governors, designate head teacher, local authority and technical advisors were all represented on the DUG. There were currently two outline feasibility designs prepared by Avanti Architects; one involves significant new build (91%) to the North of the existing school footprint to incorporate the Grove Building (constructed in 1997) which would be retained and refurbished. The second option is a 100% new build to the South of the existing school, close to the natural main entrance to the site. The preferred option is the latter, new build option.
4. The following people represented a range of 'stakeholder' interests at the workshop, held between 11-30am and 4pm on Wednesday 13th February 2008.

Name	Role	Organisation	Stakeholder Group
Richard East	Council Project Manager	Herefordshire Council	LA Client (D)
John Chapman	Education Officer	Hereford Diocesan Board of Education	Sponsor Client (D)
Christopher Whitmey	Governor	Company Director, DBF	Governor (D)
Bruce Freeman	Education Liaison Officer	South Wye Team Ministry	Client Advisor (D)
John Shepperd	Designate Head	The Hereford Academy	Senior Management (D)
Sarah Longville	Deputy Head Teacher	Wyebridge Sports College	Senior Management (D)
Albert Pitcher	Teacher	WSC	Staff (D)
Elahna Shaw*	Technology Teacher	WSC	Staff (D)
Cameron Andrews	Y7 Student	WSC	Pupil (D)
Amanda Evans*	Regeneration Manager	South Wye Regeneration	Community (D)
Mark Compton-James	Specialist ICT Support	Navigant Consulting	Client Advisor (D)
Annabel Choppen	Assistant Technical Advisor	Navigant Consulting	Design Advisor (D)

D – Demand / Client side *present for part of the time

S – Supply / Design side

5. The objectives of the workshop were explained as:
 - To introduce participants to the working of the DQI for Schools tool;
 - familiarise participants' with a number of indicators or questions that will be used at later stages to assess how well the building **design** meets aspirations; and then how the

finished **building** and the building after 12 to 18 months of use is meeting the original aspirations;

- discuss the questions, agree their relevance to the Hereford Academy project, identify which ones in each group might be most important and reach a consensus on any statement of emphasis, aspiration or priority that might be relevant to set alongside the indicators. These statements would help inform the detailed brief and complement the brief when the designer/contractor is developing proposals in response to them.
6. The facilitator did offer a brief explanation for the tags given to each of the indicators on the DQI worksheet of F, AV or E. An explanation is offered below, however little time was to be given in this workshop to debating the default settings other than an explanation that they represent a target for a very good building design; they will be used as an additional weighting of scores at subsequent workshops (appraising the design and then the completed building) to show how well the design or building for the Academy is matching up with aspirations for a really good design. The facilitator suggested that he would recommend to the DQI Leader some possible changes to the default setting where the clear aspirations, emphasis and priority given as a consensus view by participants of the workshop suggest it is appropriate. These are included in the attached spreadsheet at Appendix 1 and also summarised on the attached 'Heat Chart' at Appendix 2.
- F,AV,E stands for **Fundamental, Added Value and Excellence**. These are tags given to each of the 111 Design Quality Indicators as a default of what represents a really good building. There is scope to adjust these slightly at the Briefing Stage DQI Workshop, to make them more bespoke to the particular project; it is also possible to remove individual indicators that are simply not relevant to the project.
Drawing upon the experience of working with the F, AV and E tags the owners of the DQI tool, the Construction Industry Council (CIC), is now in the process of changing the tags as follows: Fundamental to **Required**, Added Value to **Desired** and Excellence to **Inspired** with the following definitions:
Required: Compliance with standards, regulations and quantified minimum targets.
Desired: Setting targets for building performance beyond the minimum required.
Inspired: Inspiring goals and statements. Reference to special buildings.
It should be appreciated that the emphasis is on the building design's contribution to transformative design not to indicate what in educational/learning terms is more important. One way to interpret it is to say that those *fundamental* or *required* factors are measurable and can easily be defined in the brief; they are all very important to achieve if set at *F/R* (and will be flagged up if it is viewed that they are not being met, when appraised at later workshops). The other factors are not necessarily of less or more importance but they are things that are less tangible and would require the designer to work harder to create the outcome and if it is demonstrated and the workshop participants recognise it then the design gets a higher score.
7. We started the workshop with an exercise aimed at participants understanding how they might express their responses to buildings that they either like or dislike. Some of these have been captured in the table below. A series of slides, drawn from the CABA CD 'Picturing school design' were used to illustrate the risks of design failure in the past. They show what can be done by attention to detail in a range of design solutions to create buildings and spaces that are more inspirational to a wide range of stakeholders. Finally there was some explanation of how the DQI process works and the different characteristics it has at the 'briefing' and subsequent stages.

Buildings Liked	Reasons Why	Buildings Disliked
The Old Vic Theatre, London; Metropolitan Cathedral, Liverpool; Own Home; International School, Guildford; Kingstone Surgery.	Use of colours; impressive scale; originality; light; circular shape; functionality inside; uneven fading; ugly, not weathering well; orange carbuncle (porch); functional spaces; spacious; good blend of old and new; regard for the environment (efficient); narrow corridors; good accessibility; works well on a number of different levels; good visual links.	Christian Life Centre.

8. The structure of the workshop was a mixture of small group discussion followed by whole group discussion where we would capture areas of consensus view. Working with the A3 sheet containing all the 111 questions, grouped under Functionality, Build Quality and Impact we worked our way across, allowing up to 15 minutes for each small group of 3 or 4 to look, at either, Access, Spaces or Uses and then, in turn, lead in discussion with the whole group. The process for small group and full group discussion was followed through Build Quality but only full group discussion for Impact.
9. The discussion and agreed consensus comments were recorded by the facilitator, with supplementary notes taken by the Technical Advisor. These are now incorporated on the notes section of the DQI web site for this project and as represented in the attached spreadsheet at Appendix 1. Some changes to the default setting of FAVE have been suggested by the facilitator as appropriately reflecting the consensus comment, and these have all been identified in the relevant note on the spreadsheet. A summary of these changes is included in Appendix 2. This information will be accessible to participants carrying out appraisals (on-line) of the design and the building at future stages.
10. The facilitator recorded the following points from the discussion which are more appropriately recorded as areas for more discussion by the project team, or DUG:
 - Minimum requirements for car parking and parameters for innovation by designer/contractor.
 - Clarification of requirements for any separation of access to the site and to the buildings by different users.
 - Clearer definition of staff work and social facilities required.
 - Determine the level of electronic control of access that can be afforded.
 - Approach to ICT for initial installation to balance with flexibility and adaptability over time.
 - Possible pooling with other schools to access the National Schools Academy Grid training plan, to address local regeneration issues.
 - Further discussions over use of Academy Framework Contractors to address local regeneration issues.
 - Further discussion over a logo or main sculptural feature to the building entrance.
11. Finally, immediate feedback from most of the participants was captured on a form. This information has been compiled into a summary sheet that is attached at Appendix 3.

Appendix 1

DQI Briefing Workshop 13th February 2008

Spreadsheet of Outputs from Workshop

Project		The Hereford (Wyebridge) Academy		Appendix 1
		Default FAVE	Briefing Workshop 13th February 2008 18-Feb-08	Briefing set of Priorities, Aspirations and Emphasis.
FUNCTIONALITY				
Access				
1	There should be good pedestrian and public transport access	F	F	Development is on existing site and public transport services and pedestrian access is acceptable - location as new building at bottom of site will improve accessibility and clarity.
2	There should be sufficient car parking	F	F	It is acknowledged that car parking will have to comply with planning requirements and will be constrained by site area and funding. However, consideration should be given to increasing parking facility at certain times through use of materials such as Grascrrete etc: Car Parking should not be located in front of the building.
3	The building should provide good access for everyone	F	E	Perhaps the most important indicator along with 12 (below. Separation of cars (and other vehicles) from pedestrians and cyclists is essential. Suggest that this indicator is changed from Fundamental to Excellent (F to E) in recognition of the contribution to design quality that achieving good access for all will make. The fundamental requirements are addressed in separate indicators.
4	The building and site layout should cater for cyclists	F	F	Cycle accessibility and encouragement is important. Storage should be overlooked and robust. As a successful design will be prominent it should be attractive, secure and possibly covered.
5	The layout of the external environment around the school building should provide safe access for everyone	F	F	It is desirable to provide a relaxing garden type courtyard area for pupils to come into at the front entrance. This will emphasise the need for separation from vehicles and consequent safety. Well lit and naturally supervised spaces without hidden areas around the school will feel safe.
6	There should be safe and secure access for goods and the storage of waste awaiting collection	F	F	Separation of delivery and collection of goods or waste from pedestrians is very important. Storage facilities of waste and re-cycled materials to be carefully designed.
7	The layout should be easily understood	AV	AV	Use of colour coding inside and outside the buildings, introduction of split levels with visual connections once inside the building will assist understanding of layout without relying on signs.
8	It should be easy to find your way around the school	AV	AV	It was felt a single, wide entrance was desirable with a reduction in entrance and increased policing after certain times. Visitor, pupil and staff entrance should generally be the same but attention to be given to the brief for particular functions and separate buildings offering separate access.
9	The signage should be clear	F	F	Where used this must be clear and functional.

10	The building will cater for the needs of people with impaired sight	F	AV	Provision for this is covered adequately by 12 (below). No additional or special facilities are required but improved functionality will be recognised. Suggest change this from (F to AV).
11	The building will cater for the needs of people with impaired hearing	F	AV	Provision for this is covered adequately by 12 (below). No additional or special facilities are required but improved functionality will be recognised. Suggest change this from (F to AV).
12	The building will be accessible to pupils, staff and visitors with SEN, and / or disabilities	F	F	This is very important and must meet all 'brief' and statutory requirements.
Space				
1	The building should be the right size for its functions	F	F	It is important to draw on existing experience in agreeing the brief. Spaces, such as the science preparation room are too small.
2	The building's layout and relationships between rooms, and the outdoor environment, should work well	F	F	
3	The circulation space should work well	F	F	Corridors should be at a minimum by combining them with break-out work and social spaces.
4	Teaching spaces should be adequate and appropriate for the curriculum and organisation of the school	AV	AV	Along with 7,8 & 9 this is considered a most important indicator.
5	Halls should be of an appropriate size and design for their intended purpose	AV	AV	
6	Learning resource areas should be sufficient and appropriately located	F	F	The Library as an important Learning Resource area should be located near to the reception to be part of the shop window for the Academy. Break-out works spaces should be spread throughout the Academy, making effective use of circulation spaces.
7	Staff and administration areas should be suitable for the needs of the school workforce	AV	E	One of the most important indicators, together with 4, 8 & 9 in this aspect. It is essential that appropriate space is available for staff work and administration. Apart from appropriate provision at reception, staff work space should be located around the building in curriculum areas. This is not for informal supervision but to create a sense of learning communities, pupils and staff together. A central, large staff room is not preferred over local, informal provision. Ideally staff will eat in the school restaurant. The client will respond to creative suggestions from the design team on how this might be achieved. It is recommended that this might be changed from (AV to E)
8	There should be adequate and appropriately located storage space	F	F	Along with 4, 7 & 9 this was considered one of the most important indicators in this section. Currently science preparation is too small. Storage needs to be large enough and centrally located. Lockers for pupil storage should be large enough and centrally located for safe and secure use.

9	Dining and social areas should be sufficient to allow for healthy eating, relaxation and recreation	AV	E	Along with 4, 7 & 8 this is considered a most important indicator in this section. Flow into and out of dining space(s) need to be addressed. There must be enough space overall, possibly a mix of types of space, an adjacency to the hall for overflow when required and an ability to flow outside and into social spaces, possibly in corridors. Informal social spaces should be provided inside and outside for both staff and pupils to help create a feeling of a learning community. This might be changed from (AV to E).
10	Toilets and changing rooms should be of high standard and appropriately located	AV	AV	There is a desire to see toilets not as social spaces but a number of self-contained units (wc and washbasin) distributed well around the school. There is a wish to avoid open spaces (such as central, unisex washbasin areas) which just become debating areas. However, this is an area that designers should look to offer innovative solutions backed up by good examples of successful operation.
11	The building's layout should provide the right balance and distribution of space	AV	AV	
12	The grounds should provide for the formal and informal curriculum needs of all pupils, including social and recreational use, and for the needs of the wider school community	AV	AV	Outside spaces are very important. Raised planting beds can create calming areas to enter school through, relaxing spaces for social interaction and offer an extension of the curriculum.
13	The school grounds should have adequate space to meet all school and community needs	AV	AV	Good quality hard play areas to enable all those wishing to take active breaks to be brought together at the same time.
14	The school grounds should provide a safe and stimulating environment for children and young people	AV	AV	The ability to be outside, even when wet, is important and consideration should be given to part covered and open courtyards, incorporating greenery so that a range of types of space can be created for different activities.
Uses				
1	The building should contribute to the efficiency of the school	AV	AV	
2	The building should enhance the activities of teaching and learning	E	E	Important for the buildings and the grounds. A covered amphitheatre outside was an example of this.
3	The building should be inclusive for those with special educational needs	F	F	
4	The building should provide good security	F	F	Security into the site is currently a problem, generated by the dual entrance and relationship of surrounding houses and residential streets to the school. This should be addressed in the design. Security into and around the building would preferably be through electronic swipe card control of access and the avoidance of remote, hidden areas that cannot be naturally policed.
5	The building should be adaptable to changing needs	AV	E	This is possibly the most important indicator of this section. Short, medium and long term adaptability of classrooms particularly important. The brief and room data sheets will be able to identify a limited number of rooms that might benefit from day to day flexibility using high quality (acoustic) moving screens or walls. Others may achieve long term adaptability by removal of walls. Attention to acoustics and ease of changing services and ICT infrastructure must be demonstrated. Suggest change from (AV to E).
6	The lighting should allow for different use requirements	AV	AV	This must be demonstrated, linked to 5 above.

7	The layout should allow for changes of use	AV	AV	
8	The heating, ventilation and ICT installations should allow for changes of use	AV	AV	This is important, linked to 5 above.
9	The structure should allow for changes of use	AV	AV	
10	The ICT infrastructure should be fully integrated and easily accessible throughout the school	F	F	The ICT strategy is an important contributor to efficiency of use of the buildings and support teaching and learning. Consideration of the use of 2/3 plasma screens around a space rather than using a single location whiteboard.
11	The furniture, both fixed and loose should be appropriate for all users	F	F	
BUILD QUALITY				
Performance				
1	The building should be easy to clean	AV	AV	
2	The building should withstand wear and tear in use and minor vandalism	F	F	
3	The building should be easily maintained	F	F	Ease of maintenance and attention to avoiding selection of materials that suffer visual deterioration when aging is considered important.
4	The building design should respond to the site microclimate	AV	AV	
5	The building should weather well	F	F	There is a feeling that timber is not the right material to use as most known examples weather unevenly and poorly. There is a preference for stone finishes and avoid traditional red brick.
6	The building's finishes should be durable	AV	AV	In considering the durability of materials it is also important to consider the way in which they might become open to mis-use (sliding on robust stainless steel balusters). If staircases can have more than just single function of movement up and down, possibly being within larger spaces so that they could be used also for performance or by an audience with ability to separate those going up from those going down then better quality materials might be justified.
7	There should be sufficient daylight in the building	F	F	
8	There should be sufficient artificial lighting levels in the building	F	F	
9	The thermal climate in the building should be appropriate to its use	F	F	
10	The acoustic quality should be appropriate to its use	F	F	Achieving the right acoustic conditions within the building is considered very important, particularly in lessons and outside and in break-out spaces.
11	The air quality should be appropriate to its use	F	F	
12	The building should be easy to operate	F	F	As much as possible the building should manage itself automatically but where intervention is required it must be clear and straight forward.
13	The building should produce few complaints / faults	AV	AV	
Engineering Services				

1	The building should enable efficient use of energy and water	AV	AV	This was one of the most important factors and it was felt essential that the consumption of energy and water should be monitored for educational use within the academy. This monitoring should be presented in a way that gives high visual impact for the students.
2	The components of the building should be easily and safely replaced when necessary	F	F	
3	The engineering systems should work well	AV	AV	Automatic switching off of lighting and other systems when not required is important.
4	The engineering systems should be easy to operate	AV	AV	This is considered second most important indicator in this section. There should be a feeling, by staff that they can affect and modify their environment (such as opening windows) should this be necessary.
5	The engineering systems should operate quietly	AV	AV	
6	The building and engineering systems should be designed to minimise CO2 emissions	E	E	
7	The requirements for heating should be minimised by the design of the building	AV	AV	
8	The design should minimise the requirement for mechanical ventilation	AV	AV	
9	The design should minimise the requirement for cooling	AV	AV	
10	The building controls systems should be simple to use and work well	F	F	
11	There should be a clear fire safety strategy	F	F	
12	Engineering systems should be well co-ordinated	AV	AV	There is a preference in most spaces towards the use of suspended ceilings so that services are largely covered up. Where this is not possible particular attention to co-ordination and attractive design of services will be essential. There is a balance to be struck between educational value of seeing the services of the building and the risks of access and mistreatment. The design team will need to solve the problems of achieving the required Excellent BREEAM rating, which points away from suspended ceilings, offering educational value with the desire for clean and tidy lines.
13	The building should be comfortable and healthy to use	AV	AV	
14	The building should be safe to use	F	F	
15	The engineering services and ICT infrastructure should be adaptable	AV	AV	A high priority and there is an expectation that this will be demonstrated in the design solution. The design team may have to demonstrate how to balance the wish to use suspended ceilings against the ability to provide floor boxes, which may improve ICT and other services flexibility.
Construction				
1	The materials should be appropriate for the building's purpose	F	F	
2	The methods and materials used in construction should have been well thought through	F	F	

3	The building should be designed so that it can be safely constructed	F	F	
4	The building should be designed for demolition and recyclability	AV	AV	
5	The layout, structure and engineering systems should be well integrated	E	E	An important indicator along with 7 and 9 in this section, to do with sustainability issues and the target of achieving an Excellent BREEAM rating rather than just Very Good.
6	The building's fixtures, fittings and finishes should be well integrated, and specified with low solvent content	AV	AV	
7	Future climate change should be considered in the design of the building	E	E	Important, along with 5 and 9 for the Excellent BREEAM target.
8	The building's structure should be efficient	AV	AV	
9	The building should use sustainable and renewable systems, and materials which have low embodied energy	AV	AV	An important indicator in light of the Excellent BREEAM target.
10	Any demolition and construction should minimise waste and reuse materials on site where possible	F	F	
11	Removal or containment of hazardous materials should be managed safely	AV	AV	
12	The building should be able to extend if the school expands	E	E	It is important, at the outset that the designers demonstrate how the building could expand, perhaps to accommodate more extended school opportunities. The feeling is that it would be preferable to see this expansion horizontally not vertically.
IMPACT				
The School in its Community				
1	The building should be sited well in relation to its context	AV	AV	The proposed location of a completely new building will assist this and create an improved relationship to the community.
2	The area between the building and the edge of the site should be pleasant	AV	AV	
3	The quality of the school's outdoor environment should enhance the quality of the neighbourhood	AV	AV	The building should face the housing and the community rather than tucked behind it as at present.
4	The building should be well considered in relationship to local facilities	F	AV	As this is a re-build on the same, or nearly the same site there is less opportunity to influence this factor. However, it is important to demonstrate how every opportunity has been taken to enhance the relationships. Recommend changing this from (F to AV)
5	The building should help create a sense of ownership by local people	AV	AV	The co-location of community facilities on site of the main sports specialism, plus use of the hall, drama and IT should help enhance a feeling of local ownership. Special care will be necessary to balance the 51 weeks of the year use, 8am to 10pm with the needs of the very local neighbours.
6	The building should enhance and uplift its neighbourhood	E	E	It must improve its aspect from the housing, which will make it more appealing. It is important that its presence helps to raise aspirations in the locality.

7	The building should significantly contribute to social and economic regeneration	E	E	This is a key aspect and defines what Academies are actually about. Every encouragement should be made for main contractor and sub-contractors to be drawn from the locality and involve local labour. This will be sought in the ITT but the intention should be demonstrated by tenderers. The ongoing support functions for the Academy should give local employment opportunity.
Within the School				
1	The building should be a pleasure to use	AV	AV	
2	The building should not feel cramped or overcrowded	F	AV	This is thought to be an important indicator and should be facilitated through appropriate use of break-out spaces and avoiding any narrow corridors. Recommend that this is changed from (F to AV) as it is difficult to measure but should be demonstrated and will contribute to the quality of the building.
3	The building should reduce stress for users	E	E	Colour was thought to be an important contributor to creating a sense of calm which results in stress reduction. Measures should be demonstrated in the design.
4	The circulation spaces and common areas should be enjoyable	E	E	This is most important and they are not just spaces to walk along to get from A to B. They should accommodate discrete quiet area, break out spaces and opportunity to sit and socialise.
5	The natural light in the building should be of high quality	AV	AV	
6	The artificial light in the building should be of high quality	AV	AV	
7	The indoor temperature in the building should be comfortable in all seasons	AV	AV	
8	The indoor air quality should be pleasant	F	AV	Together with the other factors that require demonstration of quality this is important but it is recommended should change from (F to AV) as it is not easily measurable.
9	The building should have good acoustics	AV	AV	This was considered to be an important indicator, going beyond the demanding requirements of 'attenuation' in the acoustics bulletin towards quality.
10	The building should have good visual connection with the outside	AV	AV	
11	The level of personal control of the internal environment should be appropriate	AV	AV	Appropriate is the correct description as it must be a balance of automatic and energy efficient control balanced with the occasional need to intervene and override.
Form and Materials				
1	The shape of the building should be pleasing	AV	AV	The use of curves, not necessarily in corridors which often has disadvantages, but perhaps at the entrance to draw people in. Consider the use of unusual shapes to courtyards.
2	The building should be well composed	AV	AV	Consider the use of appropriate features to identify the entrance clearly.
3	The building and external spaces should take advantage of its orientation on site	F	F	
4	The form and materials should be well detailed	AV	AV	
5	The materials used in the building should add to its quality	AV	AV	
6	The use of colour and texture should enhance the enjoyment of the building	AV	AV	Colour is important to delineate areas but also to create appropriate moods. This should be demonstrated with examples.

7	The materials used in the external areas should be appropriate to their use and the locality	AV	AV	
Character and Innovation				
1	The building and its grounds should lift the spirits and raise aspirations	E	E	This is the most important indicator in this section.
2	The building design should make apparent the educational vision of the school	AV	AV	
3	Visitors should want to come here	AV	AV	Both visitors and pupils.
4	The building should reinforce the ethos of the school	AV	E	The educational vision makes clear the priorities and the overall ethos of 'Life in all its fullness'. Suggest that this changes from (AV to E).
5	The building should be widely acclaimed for its quality	E	AV	The greatest importance is achieving 1 and 4 above so suggest changing from (E to AV).
6	The building should have character	AV	AV	
7	The building should contribute to a sense of security	AV	AV	This is considered a most important indicator - feeling safe is most important - currently some areas do feel less than safe.
8	The building should make you think	E	E	As much as possible in the use use of generators and solar panels - to help enhance learning.
9	The building's design and construction should contribute to development of new knowledge	E	AV	This is not of the highest importance and there is a risk in using untried techniques or materials. There is great merit in enhancing the learning experience for those inside than knowledge for its own sake. Suggest changing from (E to AV).

Appendix 2

DQI Briefing Workshop 13th February 2008

'Heat Map' of FAVE Changes

Project **The Hereford (Wyebridge) Academy**

Appendix 2

		Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
FUNCTIONALITY	Access		Fundamental	Fundamental	Excellent	Fundamental	Fundamental	Fundamental	Added value	Added value	Fundamental	Added value	Added value	Fundamental				A3 F to E, A10 F to AV, A11 F to AV
	Space		Fundamental	Fundamental	Fundamental	Added value	Added value	Fundamental	Excellent	Fundamental	Added value	Added value	Added value	Added value	Added value	Added value	Added value	S7 AV to E ,S9 AV to E
	Uses		Added value	Excellent	Fundamental	Fundamental	Excellent	Added value	Added value	Added value	Added value	Fundamental	Fundamental					U5 AV to E
BUILD QUALITY	Performance		Added value	Fundamental	Fundamental	Added value	Fundamental	Added value	Fundamental	Fundamental	Fundamental	Fundamental	Fundamental	Fundamental	Fundamental	Added value		
	Engineering Services		Added value	Fundamental	Added value	Added value	Added value	Added value	Excellent	Added value	Added value	Added value	Fundamental	Fundamental	Added value	Added value	Added value	
	Construction		Fundamental	Fundamental	Fundamental	Added value	Excellent	Added value	Excellent	Added value	Added value	Fundamental	Added value	Excellent				
IMPACT	The School in its Community		Added value	Added value	Added value	Added value	Added value	Excellent	Excellent									SiC4 F to AV
	Within the School		Added value	Added value	Excellent	Excellent	Added value	Added value	Added value	Added value	Added value	Added value	Added value					WtS2 F to AV, WtS8 F to AV
	Form and Materials		Added value	Added value	Fundamental	Added value	Added value	Added value	Added value									
	Character and Innovation		Excellent	Added value	Added value	Excellent	Added value	Added value	Added value	Excellent	Added value							

Key:
 Fundamental
 Added value
 Excellent
 Not applicable

Appendix 3

DQI Briefing Workshop 13th February 2008

Summary of Participants' Feedback

DQI Workshop Feedback Summary for the Wyebridge/Hereford Academy

Appendix 3

DQI Leader: Richard East

DQI Facilitator: Andy Thompson

Date: 13th February 2008

DQI Stage: Briefing

Number of participants returned: 10 **Total number of participants:** 12

1. Appropriateness of the DQI tool to this project					
	Excellent	V. Good	Satisfactory	Unsatisfactory	Poor
Response split	1	6	3		
%	10%	60%	30%		
Comments					
<ul style="list-style-type: none"> ▪ Covered much detail – money factors expected to be covered; but lots of useful discussion and agreement. ▪ Helpful to focus thinking. ▪ Once clear on the purpose, it was a very good way of proceeding. 					

2. Format of the DQI session					
	Excellent	V. Good	Satisfactory	Unsatisfactory	Poor
Response split	2	4	4		
%	20%	40%	40%		
Comments					
<ul style="list-style-type: none"> ▪ Would have liked further examples of designs. ▪ Each stage worked through ready for design by architect, very useful. ▪ Good exchange of ideas. ▪ No issues. 					

3. Quality of facilitation?					
	Excellent	V. Good	Satisfactory	Unsatisfactory	Poor
Response split		6	4		
%		60%	40%		
Comments					
<ul style="list-style-type: none"> ▪ Building change. ▪ Thoughtful and helpful. 					

4. Any other comments?					
<ul style="list-style-type: none"> ▪ FAVE criteria needs <u>very</u> careful explanation initially as so much relies upon a clear understanding of these definitions. ▪ Thoroughly worthwhile meeting. ▪ A very informative and useful day, thank you. ▪ Fine, except fire alarm moving us to new location! ▪ Enjoyable and challenging. ▪ A valuable day. 					