

The Tower City project.



Briefing Document for Teachers.

By: Terry Hanlon

For:

Status:

DATE

Contents

Introduction to the project..... 3

 The challenge..... 3

 Curriculum Support..... 3

 Industry Support..... 4

 Personal Development areas..... 4

 Gatsby Benchmarks 4

 Process..... 4

 Programme of important dates..... 5

Introduction to the project

The project is designed to support curriculum using construction as the context for learning. Based around the fictitious 'White Horse Bay' the Tower City project is centred on a run down, former glorious seaside building. Spread across XX Weeks the project will introduce students to the concept of design, measure and cost as well as developing a corporate image. They will need to research careers before compiling all of their findings into a report to include a Bill of Quantities which will then be presented to a panel of judges. There are financial constraints and penalties for failing to hit deadlines.

At the end of the project the students will have a much greater understanding of how the curriculum they are taught in school is reflected and utilised in the construction sector.

To assist them in their journey they will have controlled access to professionals from across the industry using email and platforms such as TEAMS.

The challenge

Tower City is a historic building on Whitehorse Bay seafront which has had several different uses since it was first opened in 1910. Unfortunately, over recent years it has closed and fallen into disrepair.

Whitehorse Council have tasked you with the renovation works proposed by CAH Architects to turn the building into tea rooms, restaurants, shops & bars to serve as the centrepiece of the seaside regeneration scheme.

The council have set the following 5 key objectives which must be met for the project

Demolish east wing & rebuild.

Minimum floor area of required - 400m²

Full renovation of other areas & External works

Building cost not to exceed £15M

Must be completed within a 24-month programme

Identify any key risks associated with the site so they can generate a contingency

Curriculum Support

We will use construction professionals as consultants at specific points within the project but most of the work will be carried out by students researching information and using provided worksheets.

Areas of the curriculum supported will include

- Maths
- English
- Design technology
- Art
- Physics
- Humanities

Industry Support

Students will receive a virtual site induction and virtual site tour. They will have controlled video access to industry professionals and, where possible actual site visits or visiting lecturers from industry.

<u>Discipline</u>	<u>Name</u>	<u>Date</u>	<u>Time</u>
<u>Commercial (Quantity Surveying</u>	<u>TBC</u>	<u>TBC</u>	<u>TBC</u>
<u>Design Management</u>	<u>TBC</u>	<u>TBC</u>	<u>TBC</u>
<u>Project management</u>	<u>TBC</u>	<u>TBC</u>	<u>TBC</u>
<u>Programme and Planning</u>	<u>TBC</u>	<u>TBC</u>	<u>TBC</u>
<u>Business Development</u>	<u>TBC</u>	<u>TBC</u>	<u>TBC</u>
<u>Marketing & Branding</u>	<u>TBC</u>	<u>TBC</u>	<u>TBC</u>

Personal Development areas

- Co-ordination of multiple tasks,
- Presentation skills,
- independence,
- leadership,
- confidence,
- organisation,
- teamwork,
- time management.

Students will be expected to negotiate ideas and accept changes in direction. They will be engaging with professional adults other than teachers and work to deadlines on the understanding that failure to meet deadlines has a consequence.

Gatsby Benchmarks

Supporting your school or college to meet Gatsby Benchmarks is a priority for the project and through engaging with the project will meet the following benchmarks.

2. Learning from career and labour market information
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
8. Personal guidance

Process

You will be invited to a launch briefing of the project where students will be informed of the project and introduced to task 1 with a review of important dates and deadlines. On the completion of each task once

submitted then the next task will be issued until the project has been completed and the teams collate all their information to present to a panel of judges.

Task 1 – Corporate Image and Careers research

Task 2 - Designing your project

Task 3 – Preparing your Bill of Quantities

Task 4 – Into the Dragons Den

Final Presentations

Programme of important dates

Date	Event	Completed
	<i>Launch of project</i>	
	<i>Task 1 Submission</i>	
	<i>Commence Task 2</i>	
	<i>Task 2 Submission</i>	
	<i>Commence Task 3</i>	
	<i>Task 3 Submission Date</i>	
	<i>Commence Task 4</i>	
	<i>Task 4 Completion date</i>	
	<i>Team Presentations and Interviews</i>	
	<i>Winner Announced</i>	

This project is a precursor to a challenge which will allow students to express and demonstrate their learning and understanding of the pre-construction process developed during this project.

The next challenge follows this process but will allow students to engage their creative side and also to take an interest in their own built environment.