




Post-Occupancy Evaluations of Learning Environments


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Ryder

 **BCSE** British Council for School Environments

Post-Occupancy Evaluations of Learning Environments
Ryder Architecture

 **Ryder**









Established as Ryder and Yates in 1950

National Practice – London, Newcastle, Liverpool and Glasgow

Education experience
Building Schools for the Future
Primary Schools
Academies
Further Education

Post-Occupancy Evaluations of Learning Environments
British Council for School Environments




Established in 2003

More than 350 members

Forum for exchange of knowledge

- Study tours
- Events
- Research
- Stakeholder Engagement
- Great Schools Campaign

Post-Occupancy Evaluations of Learning Environments



 

What is post-occupancy evaluation?

- Analysis of environment in use
- Performance of building and grounds
- User perception and satisfaction
- Impact upon key indicators

Why is post-occupancy evaluation important?

- Every learning environment as a prototype
- Lessons learnt
- Feedback loop
- Value for money
- Effective use of the learning environment
- Operation of the learning environment



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 What is Measured in a Post-Occupancy Evaluation?

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Quantitative and qualitative data

Performance of the building and grounds

User perception of the building and grounds

Relationship to the brief

Core indicators of success

Educational performance	Inspirational culture and ethos
Pupil satisfaction	Access and inclusion
Appropriate range of spaces	Site layout and security
Community involvement	Staff satisfaction
Adaptability and flexibility	Design quality
Effective learning environment	Sustainability
Health and well being	



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 Methodology



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Timing

Participants

Methodology

- Data gathering from records
- Interviews with senior management and FM team
- Questionnaire
- Workshops
- Expert walkthrough
- Objective measurements

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Results



Objective measures

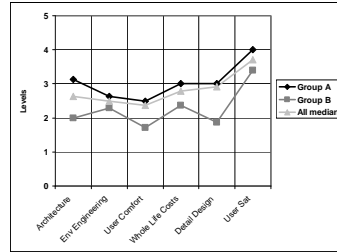
Benchmarks

Qualitative information

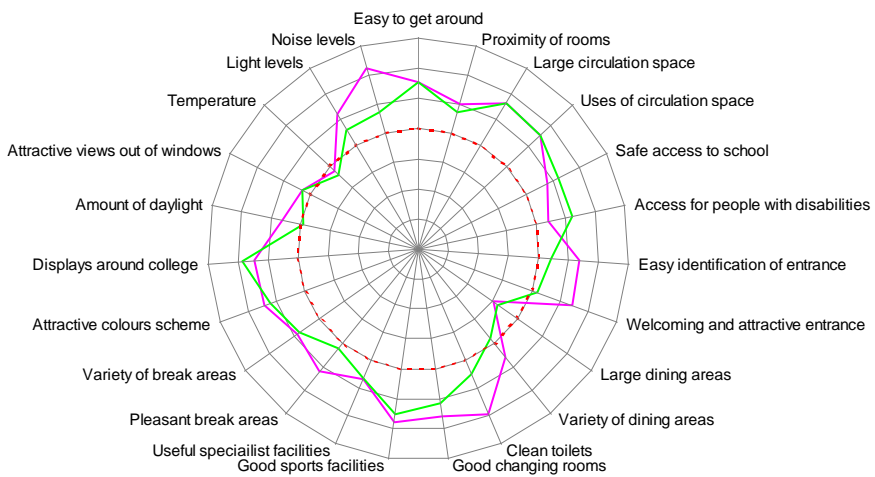
Key trends and patterns

Outcomes

- Future learning
- Continuous improvement
- Effective use of the environment



Post-Occupancy Evaluations of Learning Environments
Case Study – New College Durham



Post-Occupancy Evaluations of Learning Environments
Barriers to Post-Occupancy Evaluations



Negative results

Cost

Responsibility

Resource allocation

Benefits to learning environment already completed?



Post-Occupancy Evaluations of Learning Environments
Partnerships for Schools Research Project



Evaluation of post-occupancy evaluation methods

Joint BRE and BCSE project team

DQM and School Works – triangulation of approach

DQM

School Works Approach

Joint evaluation of information

6 case studies from completed BSF projects

A post-occupancy evaluation on every school



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