



Learning Centre

Invitation to Submit Tender Proposal

Information and brief for design, cost
and contract administration services

April 2021

www.bclm.com

1. Introduction

- 1.1 This information pack is designed to assist Architects responding to an invitation to submit a tender proposal for the re-development of elements of the existing Rolfe St entrance building into learning spaces to support the museum's educational activities in line with the budget and the stated requirements below. Feasibility designs have been undertaken to RIBA Stage 2 several years ago.
- 1.2 The construction budget for this work is £800, 000 (exclusive of VAT).
- 1.3 The information contained in this pack provides important details and we advise all those that intend to submit a tender proposal to read it thoroughly before proceeding.
- 1.4 At this stage in the process we are unable to provide additional information, or to respond to individual questions, other than for the purpose of providing clarification.

2. Summary of proposed works

- 2.1 The work is to convert one wing of the ground floor of the existing Rolfe Street Entrance into a dedicated Learning Centre.
- 2.2 Work to infill the first floor to the atrium and provide a lift to the first floor is also envisaged.
- 2.3 There are additional works to the existing roof, heating system and intruder alarm system required.
- 2.4 The approximate area of the ground floor works is 700 m².

3. Design commission requirements

- Develop design options to meet the future needs of the building.
- There will be a requirement to hold design workshops with groups of school children on between two and four occasions during the design development process.
- IT and Mechanical & Electrical requirements (to include electrical layout, heating and cooling specification, drainage, fire and intruder alarm requirements)
- Installation of two or three forges to the external terrace area
- Provide cost advice including detailed cost estimates through design process to inform client decision making and prioritization to meet the budget.
- Recommend a construction tender and delivery programme
- Advise and address and the environmental impact of proposed works
- Compile full tender documentation for proposed works
- Manage the construction contract and contractor payments through to completion of the works.
- Manage all consents required
- To carry out Principal Designer duties (CDM Regulations)

4. Timeline

4.1 The new museum visitor centre is expected to open in spring 2022 subject to completion on programme. The construction works to create the learning centre will commence once the new visitor centre has been opened and all visitor admissions have moved from Rolfe St building to that new visitor centre. The new Learning centre should ideally be available for the start of the autumn 2022 term.

4.2 Tender process timetable

14 April 2021	Tenders invited
5 May 2021	Closing date for receipt of proposals
14 May	Interviews for short list

5. Tender Process

5.1 You are being asked to submit a proposal for the refurbishment of part of the Rolfe Street Building into a Learning Centre.

5.2 The rights of the successful design will become the property of BCLM.

5.3 Architects are requested to provide an electronic version of their proposals, including in both PDF and Word format. This proposal should include a clear and concise Executive Summary.

5.4 Interested parties should submit their proposals containing the following information:

- Outline of design proposal
- Approach and methodology
- Details of the Architectural firm and other supporting consultants
- Arrangements for management of support consultant organisations
- Two examples of previous relevant projects undertaken
- Two references from previous clients
- Breakdown of costings against the stated budget by RIBA stage, including daily rates.
- Proposed programme of work

5.5 Tenders will be assessed and awarded on the following criteria:

- Understanding of the brief and proposed approach
- Track record of similar relevant work
- Ability to meet the timescales
- Value for money

6. Tender Submission

6.1 The tender proposal should be submitted electronically no later than 5.00pm on 5 May 2021. The email heading should be marked as 'Tender Proposal Learning Centre' and sent to:

Huw Davies
Project Manager
tenders@bclm.com

7. Confidentiality and Data Protection

7.1 Tender proposals will be treated confidentially and not disclosed to any third party.

7.2 The information that you provide as part of your tender proposal will be used in the selection process for appointing an Architect and for no other purposes. All information will be securely held, with access restricted to only those involved in dealing with your tender.

8. Detailed proposed purpose and scope of works

The Rolfe St building should Facilitate admission to Museum for up to 1000 visitors per day, including 850 school children. All school children will enter and exit the museum through the new learning centre.

To achieve this the conversion should include:

- A separate dedicated entrance capable of welcoming 850 school children within a 1.5h time period.
- Easy access during the admission process to toilets, with adjacent space for groups to wait and reassemble.
- Refurbishment of existing toilets including consideration of capacity for expected number of visitors.
- Two versatile workshop spaces, with capacity for at least 45 pupils and attending adults per space that can be used for a variety of creative hands-on learning activities. These will be used for school workshops, family activities and adult learning sessions.
- Education-focused retail area including storage space for stock.
- Flexible café space that can be used for additional activities and exhibitions, as well as a break out space.
- Covered school lunch space (this could be combined with café if necessary).

- Storage for belongings of educational groups while they take part in sessions. This will include coats as well as school lunches.
- Lift to first floor – for use by visitors with disabilities, movement of equipment and resources.

The result should be a unique and inspiring and accessible space, which is welcoming and attractive to our target audiences.

Target audiences for formal and informal learning programmes

- Schools students aged 3-18 years(EYFS -KS5)
- SEND (Special Educational Needs and Disabilities)
- Families
- FE/HE
- Young adults (18-24 years)
- Community groups
- Adult learners (attending workshops, talks and conferences)

Spatial requirements

(Refer to 'A visit Walk Through' document appended for further background)

Entrance/Reception

This will be the point of entry for all educational visitors and needs to provide a large enough space to cater for the arrival of large groups (coach parties) for waiting, orientation and ticketing. (For example we can receive full year groups of up to 300 students from secondary schools arriving at the same time.) Considerations must include:

- The building entry point should be a welcoming and inspirational space to immediately engage our learners.
- Maximum capacity of 850 school children per day during term time.
- Additional visitors attending a course, conference, toddlers' group etc. could be arriving at the same time. **Ease of visitor flow through the building is paramount.**
- The majority of school groups will use the building only as a thoroughfare to enter or leave the Museum site, mainly using the toilet facilities and retail area. A welcome/waiting area should act as a central gathering point for school groups where teachers can do a head count and assemble groups and Museum staff can complete any visit administration and provide introductory talks.
- Explore the potential of moving the introductory film into the admission area or somewhere else on the ground floor (for example the café area).
- A reception/admission desk to book in educational groups with at least 2 tills. (This could be combined with retail tills).
- Sufficient child-friendly toilet facilities in line with daily capacity, and easily accessible as groups enter and exit the building. There will be heavy use during peak times (10-11am and 2-3pm). It might be possible to use the toilets adjacent to Conference Hall 1 – but thought will need to be given to how this would operate during a Conference.
- Desirable, but not essential, a changing places toilet.
- Safe drop-off/pick-up zone outside the entrance, ideally with rain and sun shelter.

Retail area/Shop

This should be located close to the entrance and exit as most visitors will access it on arrival or on departure. It could potentially be combined with the admission area. It will require adequate stock storage facilities. This will need to be a flexible space to accommodate the entry and exit process at different times of the day and to allow learners to browse the shop.

Café Area

This should be a distinct space, separate from the reception/admission area and not used as the corridor to the toilets (as is the current café).

It will normally operate as a self-service facility with informal seating for up to 30 visitors. It could potentially have vending machines for use by teachers, but with the facility to serve hot and cold drinks and cakes and light snacks when required for course participants and clubs and events. It will therefore require a dishwasher, sink and fridge, and storage for crockery and catering equipment.

The café will act as an additional learning space, providing a bright, friendly and accessible facility for the delivery of community activities (such as toddlers groups, dementia cafes, chit chat clubs etc.) Thought will need to be given to acoustics, sound proofing and how to close the area off to other visitors when booked for an activity.

Covered Lunch Area for Schools

- To cater for up to 50 adults and students and to include storage facilities for coats and lunchboxes for at least two separate schools.
- It will be used for several sittings from 11.30am-1.30pm.
- This space could potentially be combined with the Café.

Additional

- A cleaner's cupboard

Workshop spaces

(Refer to 'A day in the life document' appended for further background)

The Museum currently offers learning programmes for schools, families and adult learners that creatively explore Black Country heritage. However, the programme is restricted by the lack of suitable and flexible workshop space in terms of both capacity and also suitability to activity (such as messy work). It is our ambition to create workshop spaces that will enable the Museum to extend and enrich the existing offer and make full use of the new opportunities presented by BCLM: Forging Ahead.

Proposed activities include:

- Design and technology workshops (using CAD/CAM equipment);
- Science experiments and shows;
- Art and design workshops, including traditional crafts such as enamelling, glass making and blacksmith forging;
- Storytelling for younger audiences;

- Talks and study days for an older audience – including professional development training for staff and teachers;
- Clubs and discussion groups for all ages – including Makers' Clubs and a Young Archaeologists' and Curators' Club, Parent and Toddlers' Groups and Dementia cafes.

Some images showing the range of activities and creative workshops currently undertaken as part of the Museum's learning programme:





Key criteria for all learning spaces

- Flexible and adaptable spaces to run a range of programmes for varied target audiences, reflecting their different needs and learning styles
- Resilient, durable spaces that can be easily reconfigured and used in different ways
- Inspiring spaces that don't feel like classrooms
- Spaces that reflect current best practice and include future aspirations
- Good acoustics, upper limit for ambient noise levels 35-45 decibels in line with DfE guidelines
- Good quality natural light, supported by good artificial lighting
- Control over temperature
- Easily accessible sinks
- Durable, slip-resistant, easily cleaned flooring
- Access to the terrace. (We would expect some of the existing doors onto the terrace to be converted into windows.)

Learning Space 1: A Flexible Workshop Space

Maximum capacity: 45

Participants: focus on ages 3-7 years (EYFS-KS1) and families with younger children.

A large room on the ground floor suitable for creative wet and dry activities. Access to the terrace area could potentially increase the space by allowing learning to spill outside in fine weather while needing to ensure separation from general public visitors

As this will primarily be used for activities with younger age children, it will need a carpeted area where the children can sit to watch shows and listen to stories.

Potential use of space:

- Up to 35 students and 5 adults participating in science or art workshops
- Up to 35 children and adults participating in a drop-in family craft activity during half term holidays
- Up to 30 students and 10 adults taking part in toy handling or storytelling activities

Requirements:

- Suitable flooring for messy activities and for children to sit on the floor
- Two sinks that can be quickly hidden behind sliding screens
- Built-in storage for workshop materials and equipment
- Ability to block out light for presentations
- Ceiling Mounted Projector and screen/Smartboard

Learning Space 2: Makers' Space

Maximum capacity: 45

Participants: focus on ages 7+ years (KS2-5, FE-HE) and adult learners.

Large room on ground floor. Primary layout will be seating around tables, but with all participants facing the front to be able to watch shows and demonstrations.

Potential use of space:

- Up to 20 children and adults participating in family canal art heritage skills workshop
- Up to 12 young people (aged 16-24) participating in Enterprise Club – using laptops and the laser cutter, kilns and 3D Printer etc.
- Up to 35 students and teachers participating in a fairground ride design and technology workshop
- Up to 25 students and teachers participating in an enamelling workshop
- Up to 25 students and teachers participating in an animation workshop using laptops/IPads

Requirements:

- Two sinks that can be quickly hidden behind sliding screens
- Built-in storage for workshop materials and equipment
- Housing for large laser cutter with extractor, 3D printer, CNC Machine, glass and enamelling kilns etc.
- Ceiling Mounted Projector and screen/Smartboard
- Ability to block out light for presentations

Terrace

It is anticipated that the terrace will be the main route from the entrance out onto the historic site. It is also a large space that could be used as an additional learning space.

- To consider visitor flow, and how to separate groups walking onto site, from those taking part in activities
- If possible to include some form of awning as a weather protection over part of the terrace.
- To include up to 3 blacksmith forges, ideally located adjacent to Learning Space 2.

Storage

- Built-in storage for workshop materials and equipment in learning rooms
- The empty first floor of Rolfe Street can be used for the storage of additional materials and equipment.
- Storage space for tables and chairs enabling the learning rooms to be cleared of furniture. If a lift is installed, this could potentially be based on the first floor. If not, then this will need to be included on the ground floor.
- Storage area for school group coats and lunches etc. – ideally located in covered lunch area. This could comprise transportable bins and racks. During school holidays, this could double up as Buggy Park for family visitors.

Technology and Services

- Whole building including welcome area and learning spaces to have sufficient Wi-Fi capacity to support activities
- Whiteboard/Smartboard or screen and projector in each room
- Sufficient power and data cabling/Wi-Fi capacity to support learning programme
- Efficient heating and cooling enabling room-by-room management
- Ensuring that all spaces are fully accessible to visitors with special needs (in line with the Equality Act 2010) including induction loop and other relevant facilities.

Fit out/furniture

- Easy to clean and maintain
- Easy to move and store
- Durable and capable of resisting repetitive heavy use including wet activities
- Child and family friendly safe finishes and furniture e.g. Furniture with rounded corners, no sharp edges
- Mix of adult and child level furniture and facilities

First Floor

- The Learning Centre will require an access lift to the first floor. This will be for use by staff and visitors with disabilities, and for the transportation of educational furniture, materials and equipment.
- The light well/floor void will also need to be infilled and the surrounding glass walls removed.
- Additional storage and office space will be provided on the first floor – but this sits outside the remit of this project.

Toilets off entrance corridor

- Refurbish existing toilets. (These could be used by school groups on days when the Conference facility is not in use.)

Existing building fabric and systems

In addition to the work to convert elements of the building to learning spaces described above the some upgrades to the fabric and systems within the build are required. In some cases this may be inherently necessary to make the learning spaces changes.

- Replace existing gas boilers (3 No)
- Upgrade heating control system
- Replace intruder alarm panel
- Repair/replace all flat roofs and valleys
- Reinstall the second set of doors to main entrance & improved heat curtain
- Upgrade heating in entrance lobby & link corridor

A 'visit walk through'

On a busy day up to six coaches can arrive simultaneously. Each coach holds between 50-70 passengers so in excess of 300 children may arrive at the same time.

Usually school groups arrive between 10-11am and depart between 2-3pm.

Peak months for school groups are March-July and October/November.

Scenario 1 (KS1)

A primary school with 90 children (aged 5-6) and 15 accompanying adults. KS1 groups are guided by a member of the Historic Character Team, with a typical group size between 20-25 students.

TIME	ACTIVITIES	LOCATION
10.00AM	School group arrives <ul style="list-style-type: none"> Met at coach by a member of staff Group leader goes inside to admission till to book in group Children and accompanying adults remain outside until their dedicated guides arrive Students are divided into 4 groups each with a guide 	Coach drop off area
10.20AM	Guides take groups 1 + 2 into Room 1 to take part in Toy Handling workshop. (45 minutes) <ul style="list-style-type: none"> Children use washroom facilities before workshop starts, may also require time for a snack break (10 min) Use toilets after workshop session before leaving Learning Centre to explore Museum site 	Learning Centre
	Guides take groups 3 + 4 to use washroom facilities before beginning their visit	Museum site
11.30	Group 3: Toy handling session in Room 1	Learning Centre
12.00PM	Lunch break (30 min) for groups 1, 2 and 4	Indoor picnic area or outside in Folkes' Park
12.30PM	Lunchbreak (30 min) for group 3 directly after workshop session	Learning Centre
1.00PM	Group 4: Toy handling session in Room 1	Learning Centre
2.15PM	All groups return to Learning Centre to visit the shop and use facilities before departure	Learning Centre
2.30PM	Coaches depart	

Scenario 2 (KS2)

A primary school with 60 children (aged 9-10) and 6 accompanying adults.

KS2 groups experience a self-guided visit using resources provided by the Museum and assisted by a dedicated facilitator from the Learning team.

TIME	ACTIVITIES	LOCATION
10.00AM	School group arrives <ul style="list-style-type: none"> Met at coach by a member of staff Group leader goes inside to admission till to book in group Children and accompanying adults remain outside where they are welcomed by their facilitator Children are divided into small groups, group leader is given a trail with activity times Groups will use the washroom facilities before beginning their visit. This requires teachers' supervision and circulation space for groups to re-assemble 	Coach drop off area
10.25AM	Introductory talk by Museum facilitator	Inside Learning centre or outside on terrace area depending on weather
10.35AM	Group A goes on site exploring the Museum site	Museum site
	Group B goes to Room 2 and takes part in a Canal Art workshop (1h)	Learning Centre
11.35AM	Group B finishes workshop and goes on site exploring the open-air Museum	Museum site
	Lunch break (30min)	Indoor picnic area or outside in Folkes' Park
1.00PM	Group A takes part in a Canal Art workshop (1h)	Learning Centre
2.15PM	Both groups return to Learning Centre <ul style="list-style-type: none"> Using toilet facilities Possible visit to shop Teachers do head count before boarding coach	Learning Centre
2.30PM	Coach departs	

Scenario 3 (KS3)

A secondary school with 120 students (aged 11-12) and 10 accompanying adults. KS3 groups are guided by a member of staff with a maximum group size of 25 including adults

TIME	ACTIVITIES	LOCATION
10.00AM	School group arrives <ul style="list-style-type: none">• Met at coach by a member of staff• Group leader goes inside to admission till to book in group• Children and accompanying adults remain outside until their dedicated guides arrive• Teachers divides students into 6 groups each with a guide• Guides will bring their groups inside to use washroom facilities	Coach drop off area
10.30AM	Guides will take groups outside to begin their visit <ul style="list-style-type: none">• May include booked sessions at underground mine, school room or Dudley Canal Trust	Museum site
	Lunch break (30 min)	Indoor picnic area or outside in Folkes' Park
2.00PM	Return to Learning Centre to visit the shop and facilities before departure	
2.30PM	Coaches depart	

Proposed BCLM Learning Centre - A day in the life

A weekday during October half term holiday

Time	Entrance/Reception	Learning Space 1	Learning Space 2	Café/Dining area
8.30				Families wait for workshop to start
10.00		Family learning drop in activities Themed craft activities as part of holiday offer Up to 500 adults and children per day	Hands-on heritage family workshop Printmaking Pre-booked workshop for up to 20 participants	
11.00				
12.00				
13.00			Hands-on heritage family workshop Printmaking Pre-booked workshop for up to 20 participants	Families wait for workshop to start
14.00				Knit & Natter Volunteer group to support costume department
15.00				
16.00				
17.00				

A term-time weekday in March

Time	Entrance, Reception, Shop	Learning Space 1	Learning Space 1	Café/Dining area
10.00				
10.30		KS1 Storytelling session	KS2 Food Science workshop	
11.00	Deliveries of parcels and post	Group A: 20 students (aged 6/7) + 3 adults; 45 minutes Cushions, no tables or chairs	Group A: 30 students (aged 10/11) + 3 adults Hands-on session involving experiments; 90 minutes Tables and Chairs, Cabaret-style (Have lunch onsite after workshop)	Coach drivers have a hot drink
11.30		KS1 Storytelling session Group B: As above		
12.00				12.15 KS1 Group B has lunch
12.30			KS2 Food Science workshop Group B: as above (Have lunch on site before workshop)	12.45 KS1 Group C has lunch
13.00		13.15		
13.30		KS1 Storytelling session Group C: as above		
14.00	School groups start to depart, heavy use of toilets			
14.30	Students visits shop	Reset room for next day		
15.00			Prepare room for CPD session	
15.30	Teachers for CPD session arrive			Teachers have tea/coffee on arrival
16.00			Science and History in Cross-curricular teaching	
16.30	Community Panel members arrive		Twilight CPD session for primary teachers, 15 adults, 120 minutes Tables and Chairs, Cabaret-style	Reset room for meeting
17.00				Community Advisory Panel Regular meeting, light refreshments served, 12 adults
17.30				
18.00	Teachers depart			
18.30	Community Panel depart			

A Saturday in May

Time	Entrance/Reception	Learning Space 1	Learning Space 2	Café/Dining area
9.30	Participants for course and study day arrive	Course tutor prepares room	Presenters test AV-system	Participants enjoy a hot drink while waiting
10.00		Family Heritage skills course: Basket weaving 10 adult learners Table and chairs, U-shape	Historic costume study day A range of talks and presentations Up to 40 participants (aged 16+) and speakers Chairs, theatre-style	
11.00				Artists' Group Meet up for members before going on site Tea/coffee
12.00				
13.00				Participants have lunch either here or on site
14.00				
15.00				
16.00				
17.00				
18.00				