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| **Room Projection Method (RPM) – ‘General’ teaching space** |
| **Key steps** | **Rationale** | **Contingency** | **Variable** |
| Single teaching week with highest total of core teaching hours identified | Ensures estate provision can meet peak demand |  |  |
| GASP growth figures, at College level, applied | Official, single-source of growth projection | Peak growth from 3-year projection applied to years 4-10 of long-term room projections | Easy to experiment with different growth levels within the model |
| ‘whole class’ sessions (e.g. lectures) projected to increase in size | Remains a single session for all students that just gets bigger |  |  |
| ‘sub-group’ sessions (e.g. tutorials) projected to increase in number | Schools will retain maximum group size regardless of course enrolment level, so additional teaching hours are added to the model |  |  |
| Frequency of use threshold is set for room usage model – usually either 65% or 70% | Ensures a projected requirement based on good usage that aligns with University target | Model does not include all non-core teaching ‘ad hoc’ activity, which typically contributes and additional 5-10% to overall utilisation figures | Can apply different frequency thresholds to experiment with outcomes |
| 40 hour teaching week (excl. Weds pm) is used to calculate room usage, so 65% = 26 hours of use | Enables model to turn total hours required into total no. of rooms required |  |  |
| Model run to determine total no. of rooms required across pre-defined capacity bands, and an overall total no. of rooms | Pinpoints capacity targets that ensures good ‘occupancy’ is factored into the model |  |  |