



Design Approach



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The following Notes set out the design principles for the full range of teaching and ancillary spaces which might be required in a school sports facility. For each Note, the advice given is aimed at achieving a space which is suitable for both school and community use.

The Scottish Executive has set out, in its Policy on Architecture for Scotland, its commitment to good design. The Executive is seeking improvements in the quality of Scotland's buildings, both public and private, and in the quality of our built environments. The key to achieving this lies in a recognition of the importance and value of good design.

The policy states that the commissioning of building brings with it responsibilities, not only to the users of buildings, but also to the communities in which buildings are set and to future generations. It also states that design is an integral part of the process of building and should not be marginalised or considered an option. The key to achieving this lies in the recognition of the importance and value of good design and the positive contribution well-designed facilities can make to communities across Scotland.

It is recognised, however, that whilst design is a key activity, it cannot succeed in isolation. The possibility of achieving design quality is intrinsic in all of the decisions that are made in the procurement and construction process. The pursuit of quality is therefore a collective responsibility and requires all those involved in the commissioning and making of buildings to subscribe to this.

For all aspects of the design, it is essential that the needs of the users are considered early in the design process and that PE teachers, School Sport Co-ordinators, facility managers and local sports clubs are involved in the planning and design of the facility. Designers must consider how the facility will be managed and programmed as these issues will be an important consideration in many of the design decisions to be made.

The guidance in this document is based on the most common user requirements, but these should be established in as much detail as possible before design work begins. The PE curriculum and participation in community activities will vary over time, and it is therefore important that facilities, though designed for specific user requirements, are flexible and adaptable.

The facility must be designed with the requirements of all user groups in mind. Arrangement and detailing can be crucial in assisting use by people with mobility, sensory and learning disabilities. See the list of further references for more detailed advice.

Throughout the facility, it will be important to provide a high standard of finishes if community use is to be encouraged and sustained. The intensive nature of the dual use of the facilities also demands a high standard of design and specification, with robustness of fittings and ease of maintenance key considerations.

The guidance contained in this document is not presented as definitive. It represents sound advice on the appropriate approach to designing sports facilities for school and community use, but is not intended to stifle innovation nor as an exhaustive checklist of design considerations. A full list of references is provided at the end of this document. All of these are of relevance, and some should be considered essential reference material in the design of new facilities.

Finally, designers must refer to all relevant legislation and regulations, including in particular:

- The School Premises Regulations
- Building Regulations
- British Standards
- The Disability Discrimination Act
- The Structure and Balance of the Curriculum, 5-14 National Guidelines
- The Workplace (Health, Safety and Welfare) Regulations.



Facilities and equipment

