

DHA Health Facility Guidelines 2019

Part B – Health Facility Briefing & Design

110 – Education Unit



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Executive Summary

This Functional Planning Unit (FPU) covers the requirements of Education Unit. The Education Unit provides an area of lecture halls, conference rooms, demonstration rooms, meeting rooms and associated facilities for supporting the education and training of the health facility's clinical and non-clinical support staff. The Education Unit may be used for the education and training of students where the facility is associated with universities and other educational organisations. It may also be used for conferences, cultural events and community meetings.

The Education Unit ideally at near the Main Entrance of a Healthcare Facility with access to the Food outlets or a pantry. In a larger Unit with auditoriums, break-out space should be considered in the design to cater for a large number of attendees during events.

The Functional Zones and Functional Relationship Diagrams indicate the ideal external relationships with other key departments and hospital services. Optimum Internal relationships are demonstrated in the diagram by the juxtaposition of rooms and areas, with arrows indicating the path of travel.

Design Considerations address a range of important issues including Accessibility, Acoustics, Safety and Security, Building Services Requirements and Infection Control. This FPU describes the minimum requirements of a typical Education Unit at Role Delineation Levels 5 and 6. For facilities at lower RDL's, decentralised seminar and tutorial rooms located at various FPU's would be considered sufficient.

The typical Schedule of Accommodation is provided using Standard Components (typical room templates) and quantities for quantities for these numbers.

Further reading material is suggested at the end of this FPU but none are mandatory.

Users who wish to propose minor deviations from these guidelines should use the **Non-Compliance Report (Appendix 4 in Part A)** to briefly describe and record their reasoning based on models of care and unique circumstances.

The details of this FPU follow overleaf.



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110. Education Unit

1 Introduction

The Education Unit provides an area of lecture halls, conference rooms, demonstration rooms, meeting rooms and associated facilities for supporting the education and training of the health facility's clinical and non-clinical support staff. The Education Unit may be used for the education and training of students where the facility is associated with universities and other educational organisations. It may also be used for conferences, cultural events and community meetings; and may be used as a control centre and accommodation area during disasters.

The level and range of facilities provided for education and functions will vary depending on the size and level of the health facility and institutional and community obligations as described in the endorsed Service Plan.

The following education and training services may be provided:

- Undergraduate lectures and tutorials
- Post graduate lectures and tutorials
- Mandatory training for fire safety, infection control, workplace safety and disaster management
- Clinical simulation
- Medical grand rounds
- Workshops and conferences
- Hospital-wide staff meetings and briefings
- Project meetings
- General clinical or management meetings when other venues are unavailable



- Special and dignitary events
- Community and social gatherings
- Temporary patient and staff accommodation (crush) during disasters

2 Functional & Planning Considerations

2.1 Operational Models

The Education Unit will generally operate during business hours but will be available after hours on a booked basis. Sessions being held after-hours require safe and planned access for staff, students and visitors. The Education Unit, or part thereof, may be quarantined from regular use during special or disaster events.

Depending on the size of the facility, the Education Unit may be provided as a single centralized unit for small facilities, or as distributed rooms.

3 Unit Planning Models

The Education Unit should be located in an area easily accessed by staff, students and visitors. It is recommended that its entry is from the facility's Main Entrance with the Education Unit having a clearly identified Entrance and Reception and Bookings room.

The Unit may be provided:

- A stand-alone unit adjacent to the health facility
- Positioned in a non- clinical zone of a health facility

In either case the Unit must be in a convenient location for clinical staff and student attendance.

A variety of activities and functions should be accommodated in the Education Unit. These may include facilities for group learning or lectures, computer assisted learning, simulated learning,



administrative and support functions, dedicated student study area, library with medical related books etc. The various areas are listed in the Functional Zones below.

Staff and attendees of the Education Unit will have access to dedicated toilets and dining, which may be share with incidental staff and visitor traffic.

3.1 Functional Zones

Depending on the size of the facility, the Education Unit functional areas include:

- Reception
- Lobby for easy waiting and egress to theatres and meeting rooms
- Display and food dispensing anteroom as part of the Lobby
- Main Lecture Auditorium with fixed tiered seating for up to 500 people
- A set of additional Lecture theatres with fixed tiered seating for up to 150 people
- A set of Seminar Rooms with flat moveable seating for up to 40 people
- A set of Tutorial or Meeting Rooms with flat moveable seating for up to 15 people
- A set of Simulation and Skills Training Rooms (which may be a separate, stand-alone Unit)
- Student Facilities including library, study area, computer rooms etc.
- Administrative area including Unit Manager's Office
- Support Area including equipment store room, cleaning and utilities etc.

For facilities where a single unit is not sufficient to accommodate all functions, the above services may be provided through individual units or a part of other functional units.



4 Functional Relationships

4.1 External Relationships

The Education Unit should be provided, where possible, in reasonable proximity to the Main Entrance of the facility but not necessarily on the ground floor. Way finding to the Education Unit should be easily identifiable by staff, students and visitors.

The Unit should be in close proximity to the health facilities retail and food outlets. In larger facilities the Education Unit may be collocated with Student Accommodation.

The Lobby will have access to a landscaped outdoor area to support overflow and promote a friendly and appealing ambience.

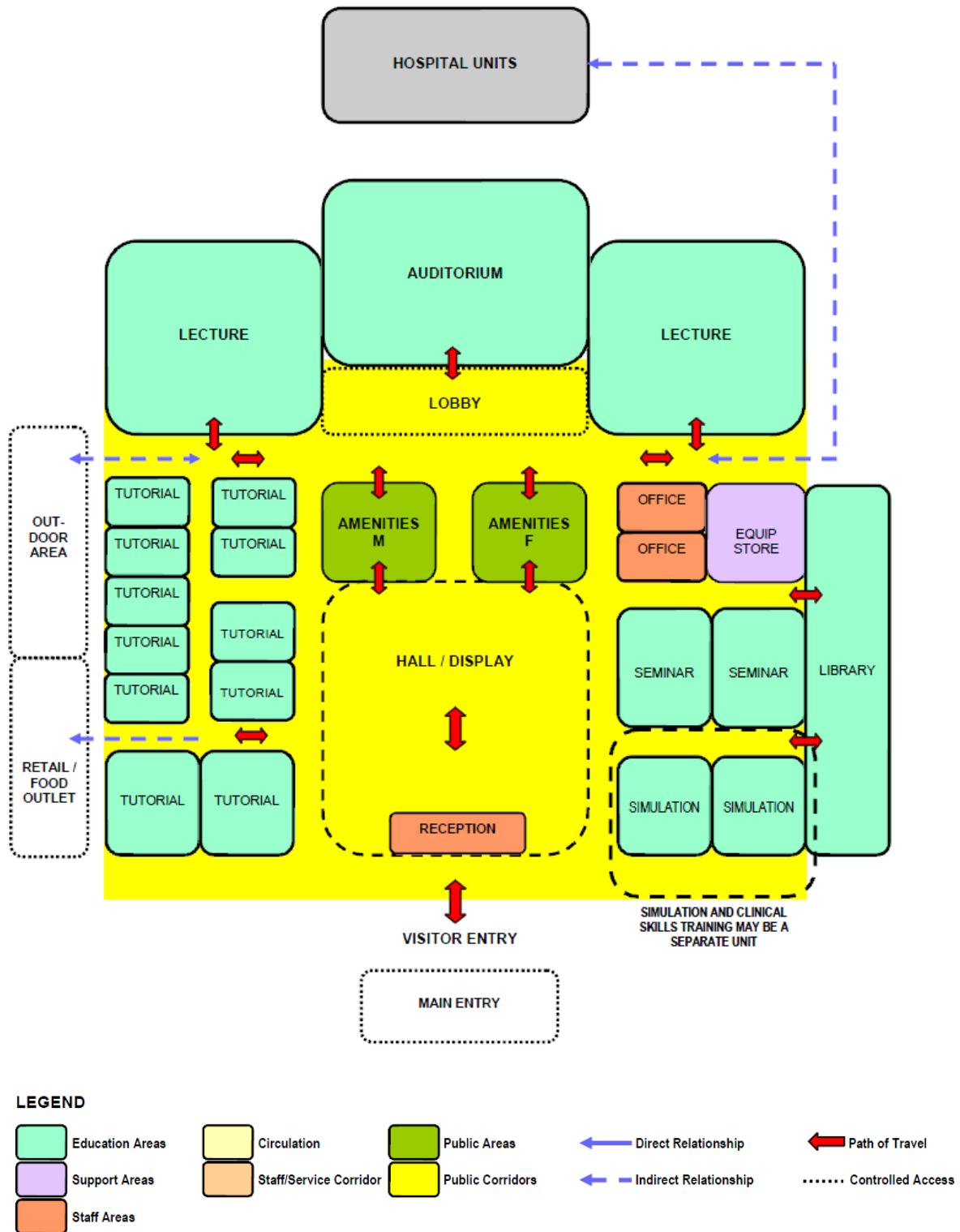
4.2 Internal Relationships

Locate the Reception, Lobby, Lecture and Conference facilities of a centralized Education Unit in close proximity to each other to promote good surveillance and way finding.

Distributed education rooms should be linked to the central Education Unit booking system to allow their efficient management.



4.3 Functional Relationship Diagram





5 Design Considerations

5.1 Environmental Considerations

5.1.1 Acoustics

Acoustic performance and sounds levels should be planned, designed and documented to meet the function of spaces being provided.

The following functions require careful consideration of acoustic privacy:

- The Reception and Lobby area should be shielded from all Lecture, Simulation, Seminar and Tutorial rooms
- Lecture Theatres with amplified sound should be shielded so that speakers are not heard from outside

5.1.2 Natural Light/ Lighting

Maximise the provision of natural light to the Reception and Waiting Areas. Provide suitable light shielding in conference and meeting rooms that have windows.

5.1.3 Privacy

Both visual and acoustic privacy should be provided for all Lecture, Simulation, Seminar and Tutorial rooms.

5.2 Accessibility

5.2.1 Disability Access

All theatres and meeting rooms will be accessible by wheel chair attendees. Larger lecture theatres should provide hearing aid loops.

5.3 Safety & Security

The Education Unit should include the following safety and security considerations:



- Entry to the Unit, Reception and Lobby should be monitored by CCTV
- Doors to the Unit and all lecture and meeting rooms should be lockable and master keyed
- Rooms located on the perimeter of the Unit should be locked at any time when they are not occupied
- Rooms used for storing equipment and files and records should be lockable
- Operational procedures for after-hours access which provide time limited access and Security monitoring

5.4 Finishes

The Education Unit shall have finishes that provide a welcoming and professional ambience. Seating is to be comfortable but durable. Lecture theatre seats should have retractable writing ledges

Refer to **Part C - Access, Mobility, OH&S** of these Guidelines.

5.5 Fittings, Fixtures & Equipment

The following equipment may be provided

5.5.1 Auditoriums and Lecture Theatres:

- A computer for presentations using software
- Public Address system
- Data and video projector
- Large wall mounted multi panel whiteboard, which may be digitized for displaying and recording information

At least one Lecture Theatre may be equipped with videoconferencing equipment.

5.5.2 Seminar and Tutorial Rooms:

- Data and video projector



- Television
- Large wall mounted single panel whiteboard, which may be digitized for displaying and recording information
- May have videoconferencing equipment including large dual screen flat panel television
- Computer Training Rooms:
- Computer screen and key board for each occupant
- Data and video projector
- Television
- Large wall mounted single panel whiteboard, which may be digitized for displaying and recording information

5.5.3 Simulation Rooms:

- A comprehensive range of clinical, safe handling and life support equipment that replicates patient beds or treatment rooms.

5.6 Building Service Requirements

This section identifies unit specific services briefing requirements only and must be read in conjunction with **Part E - Engineering Services** for the detailed parameters and standards applicable.

Provide IT/ Communication facilities including telephone lines, data connections, teleconferencing and videoconferencing as required within each room of the Unit.

6 Standard Components of the Unit

Standard Components are typical rooms within a health facility, each represented by a Room Data Sheet (RDS) and a Room Layout Sheet (RLS).



The Room Data Sheets are written descriptions representing the minimum briefing requirements of each room type, described under various categories:

- Room Primary Information; includes Briefed Area, Occupancy, Room Description and relationships, and special room requirements)
- Building Fabric and Finishes; identifies the fabric and finish required for the room ceiling, floor, walls, doors, and glazing requirements
- Furniture and Fittings; lists all the fittings and furniture typically located in the room; Furniture and Fittings are identified with a group number indicating who is responsible for providing the item according to a widely accepted description as follows:

Group	Description
1	Provided and installed by the builder
2	Provided by the Client and installed by the builder
3	Provided and installed by the Client

- Fixtures and Equipment; includes all the serviced equipment typically located in the room along with the services required such as power, data and hydraulics; Fixtures and Equipment are also identified with a group number as above indicating who is responsible for provision
- Building Services; indicates the requirement for communications, power, Heating, Ventilation and Air conditioning (HVAC), medical gases, nurse/ emergency call and lighting along with quantities and types where appropriate. Provision of all services items listed is mandatory

The Room Layout Sheets (RLS's) are indicative plan layouts and elevations illustrating an example of good design. The RLS indicated are deemed to satisfy these Guidelines. Alternative layouts and



innovative planning shall be deemed to comply with these Guidelines provided that the following criteria are met:

- Compliance with the text of these Guidelines
- Minimum floor areas as shown in the schedule of accommodation
- Clearances and accessibility around various objects shown or implied
- Inclusion of all mandatory items identified in the RDS

The Medical Imaging Unit contains Standard Components to comply with details in the Standard Components described in these Guidelines. Refer to Standard Components Room Data Sheets and Room Layout Sheets.

6.1 Non-Standard Rooms

Non-standard rooms are rooms are those which have not yet been standardised within these guidelines. As such there are very few Non-standard rooms. These are identified in the Schedules of Accommodation as NS and are separately covered below.

6.1.1 Breakout Lobby

A lobby associated with a Education unit. The size of the area will depend on the size of the educational and training spaces. The Lobby will have ready access to public amenities including toilets, accessible toilets and seating areas.

6.1.2 Students Workroom

The Student's Workroom is a space where students can congregate, study and discuss. The room require:

- Study desks
- Meeting areas with flexible seating



- Access to internet and wireless internet
- Power and telephone outlets for personal computers, recharging outlets
- Beverage bay for refreshments.

6.1.3 Auditorium

The Auditorium will accommodate educational sessions for staff and other groups as required.

Access and space should be provided for disabled persons. Seating to the rear of the Auditorium may be raised on a platform. The Auditorium should be located in close proximity to Staff/ Public amenities.

Acoustics: Sound attenuation level high; Acoustic privacy required.

6.1.4 Clinical Skills & Simulation Room (s)

The clinical skills and simulation rooms are training versions of actual Procedure rooms, Operating Rooms, ICU Bedrooms and Resuscitation rooms, with similar services and medical equipment in an identical configuration. Medical gases may be simulated with compressed air. The rooms will generally be used with simulation dummies and have an adjoining Control room.

Refer to Standard Components for the details and services of each individual space required.

6.1.5 Simulation room

The space provides a simulation-based facility that allows for repetition of difficult skills and the opportunity to practice unusual cases that a learner may face in real-life or clinical situations. This may include virtual reality surgical simulators for learners to practice skills of complicated surgical procedures.



6.1.6 Control Room

The Control Room for Clinical skills areas is located adjacent to the simulation rooms and is used to control, observe and record clinical procedures undertaken in the simulation rooms. The room requires:

- Viewing window to simulation rooms, may be one-way vision
- Microphone to simulation rooms
- Recording equipment that may be connected to meeting rooms for training and discussions



7 Schedule of Accommodation

The Schedule of Accommodation (SOA) provided below represents generic requirements for this Unit. It identifies the rooms required along with the room quantities and the recommended room areas. The sum of the room areas is shown as the Sub Total as the Net Area. The Total area is the Sub Total plus the circulation percentage. The circulation percentage represents the minimum recommended target area for corridors within the Unit in an efficient and appropriate design.

Within the SOA, room sizes are indicated for typical units and are organised into the functional zones. Not all rooms identified are mandatory therefore, optional rooms are indicated in the Remarks. These guidelines do not dictate the size of the facilities, therefore, the SOA provided represents a limited sample based on assumed unit sizes. The actual size of the facilities is determined by Service Planning or Feasibility Studies. Quantities of rooms need to be proportionally adjusted to suit the desired unit size and service needs

The Schedule of Accommodation are developed for particular levels of services known as Role Delineation Level (RDL) and numbered from 1 to 6. Refer to the full **Role Delineation Framework (Part A - Appendix 6)** in these guidelines for a full description of RDL's.

The table below shows a SOA for role delineations 5 to 6 to suit a large teaching/ referral hospital. At other RDL's refer to de-centralised facilities in other FPU's of the guidelines.

Any proposed deviations from the mandatory requirements, justified by innovative and alternative operational models may be proposed and record in the **Non-Compliance Report** (refer to **Part A - Appendix 4**) with any departure from the Guidelines for consideration by the DHA for approval.



7.1 Education Unit

ROOM/ SPACE	Standard Component Room Codes								RDL 5/6 Qty x m2	Remarks
Entry/ Reception										
Reception/ Information	recl-15-d similar								1 x 20	At other RDL's refer to de-centralised facilities in each FPU
Breakout Lobby	NS								1 x 30	
Toilet – Public (Male & Female)	wcpu-3-d								10 x 3	May share public amenities if located close
Toilet – Accessible (Male & Female)	wcac-d								2 x 6	May share public amenities if located close
Pantry	ptry-d								1 x 8	Size to suite food services requirement
Training & Education Areas										
Library & Study/ Reading Area	lsra-40-d								2 x 50	
Meeting/ Tutorial Room - Medium	meet-l-15-d								2 x 15	12 seats
Store - Photocopy/ Stationery	stps-8-d								1 x 8	
Store - General	stgn-12-d similar								1 x 10	
Store - Equipment	steq-10-d								1 x 10	
Students Workroom	NS								2 x 30	Post grad, Under grad, Medical, Nursing, Allied Health students
Computer Training Room	cotr-d								2 x 24	Post grad, Under grad, Medical, Nursing, Allied Health students. Separated for male and female
Meeting/ Seminar Room - Large	meet-l-30-d similar								2 x 65	50 seats
Lecture Room	lec-75-d similar								1 x 120	100 seats
Auditorium	NS								1 x 250	200 seats, Optional
Clinical Skills Learning Areas										
Consult Room / Clinical Skills	cons-d								2 x 13	All medical Gases are to be simulated with Tool Air; Nurse call system is to be simulated only within room.
Clinical Skills Room - Large	NS								1 x 50	Simulates Operating & Procedure rooms
Clean-Up Room	clup-7-d								1 x 7	
Store - General	stgn-20-d								1 x 20	
Simulated Learning Areas										
Simulation Room	NS								2 x 25	Simulates ICU, Resuscitation, Operating Room environments
Control Room	NS								2 x 10	1 per simulation room



Part B: Health Facility Briefing & Design

Education Unit

ROOM/ SPACE	Standard Component Room Codes							RDL 5/6			Remarks
								Qty	x	m2	
Debriefing / Breakout Room	off-s12-d							2	x	12	
Equipment Preparation Room	prep-d similar							1	x	20	
Meeting Room	meet-l-15-d similar							2	x	20	
Staff Areas											
Office - Head of Department	off-s12-d							1	x	12	
Office - Single Person	off-s9-d							2	x	9	Clinical Instructors; Qty according to staffing numbers
Office - 4 Person Shared	off-4p-d							1	x	20	Qty according to staffing numbers
Store - General	stgn-8-d similar							2	x	10	Education resources and equipment
Store - Photocopy/ Stationery	stps-8-d							1	x	8	
Staff Room	srm-15-d							1	x	15	
Change - Staff (Male/Female)	chst-12-d similar							2	x	10	Toilet, Shower, Lockers
Cleaner's Room	clrm-6-d							1	x	6	
Sub Total								1222			
Circulation %								30			
Area Total								1588.6			

Please note the following:

- Areas noted in Schedules of Accommodation take precedence over all other areas noted in the Standard Components
- Rooms indicated in the schedule reflect the typical arrangement for a larger facility at RDL 5 or 6
- All the areas shown in the SOA follow the No-Gap system described elsewhere in these Guidelines
- Exact requirements for room quantities and sizes shall reflect Key Planning Units (KPU) identified in the Clinical Service Plan and the Operational Policies of the Unit
- Room sizes indicated should be viewed as a minimum requirement; variations are acceptable to reflect the needs of individual Unit
- Offices are to be provided according to the number of approved full-time positions within the Unit



8 Further Reading

In addition to Sections referenced in this FPU, i.e. **Part C- Access, Mobility, OH&S** and **Part D - Infection Control** and **Part E - Engineering Services**, readers may find the following helpful:

- Australasian Health Facility Guidelines, Part B Health Facility Briefing and Planning, Administration Unit, Rev 4, 2012; refer to: [website www.healthfacilitydesign.com.au](http://www.healthfacilitydesign.com.au)
- Guidelines for Design and Construction of Health Care Facilities; The Facility Guidelines Institute, 2010 Edition; refer to website: www.fgiguilines.org
- International Health Facility Guideline (iHFG) www.healthdesign.com.au/iHFG
- Ministry of Health UAE, Unified Healthcare Professional Qualification Requirements, 2017, refer to website: <https://www.haad.ae/haad/tabid/927/Default.aspx>
- The Facility Guidelines Institute (US), Guidelines for Design and Construction of Hospitals, 2018. Refer to website: www.fgiguilines.org
- The Facility Guidelines Institute (US), Guidelines for Design and Construction of Outpatient Facilities, 2018. Refer to website: www.fgiguilines.org