CLOSING THE LOOP

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HASSELL

13 November 2014
The Cost of Building

Offices – 25 Year Building & Operating Costs – Ex Salary

- Building – construction 44%
- M&E services – running & maintenance 26%
- Furnishings and furniture – capital cost 8%
- Building – maintenance 7%
- Cleaning, security etc 7%
- M&E services – depreciation 5%
- Furnishings and furniture – maintenance and depreciation 3%

CABE 2006
The Value of People

Offices – 25 Year Building & Operating Costs – Incl Salary

- Salaries of occupants 85%
- Building – construction cost 6.5%
- M&E services – running and maintenance 4%
- Furnishings and furniture – capital cost 1.25%
- Building – maintenance 1%
- Cleaning, security etc 1%
- M&E services – depreciation 0.75%
- Furnishings and furniture – maintenance and depreciation 0.5%

CABE 2006

13/11/2014
The Value of Wellness

Survive – focus on avoiding illness

VS

Thrive – focus on wellness
Triple Bottom Line
Environmental, Social & Economic

Organizations perform better
People are healthier and feel better
Built environment is environmentally friendly
The Challenge For Industry

Traditional “Green” Measures

- First Cost
- Operations / FM
- Annual & Peak Energy
- Spatial Churn
- Technological Churn
- Salvage / Waste

High Performance Measures

- Occupancy Turnover
- Individual Productivity
- Organisational Productivity
- Individual Health
- Staff Attraction
- Staff Retention
- Cultural Shift
The bottom line on human experience is that we are systematically under-investing in the most valuable aspect of buildings, occupant experience. As a result, we know less than we should about human experience in built environments. In turn, we have less evidence to demonstrate that green building practices enhance human experience. This feeds a cycle where we under-invest in high performance projects, because we lack data on the performance of high-performance projects.

(Nelson 2010) USGBC Green Building & Human Experience, June 2010
One Shelley Street – Example

Environmental Value - 55% energy reduction, 50% water savings, 35% paper

Social Value - perceived productivity increase of 15%

Financial Value - significant savings on special efficiency, fit out and technology churn
Building a Global Evidence Base

The Business Case For Green Building
Workplace Productivity

- 3% increase in productivity through individual temperature control
- Up to 11% productivity increases from improved ventilation
- Up to 23% increases from lighting design
- Up to 18% increases through daylight and operable windows.
• 8.5% reduction in length of hospital stays
• Faster recovery rates in rooms with views of nature
• 22% reduction in need for pain medication when patients are in rooms with bright sunlight
• Up to 40% increase in sales due to daylighting
• Increased school attendance by 3 days per year
• 5-14% improvement in test scores
• 20-26% faster learning rates.
Health, Wellbeing & Productivity in Offices

The next chapter for green building

Executive Summary
Learnings from the Cochrane Collaboration

• Trusted Evidence
• Informed Decisions
• Better Health

Vision: a world of improved health where decisions about health and health care are informed by high-quality, relevant, accessible systematic reviews and other synthesised research evidence.
Project Objective

The three-year **Closing the Loop** project will connect the wealth of evidence that exists for high-performance buildings with building project decision makers.
Project Objective

It will inform decision makers on how best to capture better occupant health, wellbeing and productivity, as well as low carbon outcomes, through industry relevant, evidence based outputs and tools.
Project Partners
What Works Network
Established by the UK Cabinet Office in early 2013, the What Works Network aims to “ensure evidence is at the heart of decision making” across a range of social policy areas.
What Works Network

Crime Reduction

Ageing Better

Wellbeing

Local Economic Growth

National Institute for Clinical & Health Excellence (NICE)

Early Interventions

Education Endowment Fund
Role of What Works Centres

- Generate a summary of evidence synthesis
- Translate the evidence
- Share the evidence
- Promote good evidence
<table>
<thead>
<tr>
<th>Category</th>
<th>Updates</th>
<th>Downloads</th>
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<td>Homework (Secondary)</td>
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Phonics

Moderate impact for very low cost, based on extensive evidence.

What is it?

Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to teach learners the relationship between these sounds and the written spelling patterns or graphemes which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

How effective is it?

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

For older readers (above Year 5) who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as reading comprehension and Meta-cognition and self-regulation. The difference may indicate that children who have not succeeded using phonics approaches previously require a different approach once they have reached Year 6 or Year 7, or that they have other difficulties related to vocabulary and comprehension which phonics does not target. However, it may be that older pupils initially received poor-quality phonics teaching and they haven't been given a good opportunity to learn phonics so far. It is therefore important to carry out careful diagnosis of the reasons why an individual pupil is struggling before deciding on an approach.

Qualified teachers tend to get better results up to twice the effectiveness of others, suggesting that their expertise is a key component of successful teaching of early reading.

How secure is the evidence?

There have been a number of studies, reviews and meta-analyses which have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches where the sound/symbol relationship is inferred from identifying patterns and similarities or after a word is known. However, the evidence here is less secure and it is probably more important to match the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident. A recent evaluation of an intensive 10-week programme, Switch-on Reading, that taught phonics showed that the average positive impact of phonics programmes can be replicated in English schools.
## References: Phonics

### Full references


### Summary of effects

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<th>Study</th>
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<td>Ehr, Nunes, Stahl &amp; Willows, 2001</td>
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<td>Galuschka et al., 2014</td>
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Project Status

 identifying partners
 scoping PhD areas
 finding PhD students
Thank you

To find out more, contact:

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