

Birkbeck College, London

Start date	October 1997
Expected completion	31 July 2001
Duration	Four years; funding from the HEFCE is for three years
Cost	HEFCE grant: £1,892,000 1997-98 £756,800 1998-99 £548,680 1999-2000 £586,520 Contribution from the college (to 1 March 2000): £172,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Mr D A B McGhie Planning Office Birkbeck College Malet Street LONDON WC1E 7HX tel 020 7631 6276

Aims and objectives

The aim of the project is to support the restructuring of the college's science teaching and research provision. Its main objectives are to:

- close the department of physics and transfer its teaching and research activities to University College London (UCL)
- refurbish the accommodation of the former department of physics for use by other teaching and research staff and students
- refurbish selected laboratory and research facilities for the school of biological and chemical sciences and the school of crystallography
- support the cost of replacement research equipment for the school of biological and chemical sciences.

Programme of work

Stage one: October 1997 – closure of the department of physics and transfer of three academic and one technical staff to UCL. Also transfer of the BSc in physics to UCL from the same date. Severance and revised terms of employment agreed with the department's remaining staff. The transfer to UCL is underwritten by an agreed four-year programme of quarterly payments by Birkbeck to UCL in respect of teaching funds.

Stage two: 1998-99 – planning and implementation of accommodation refurbishment project for those areas formerly occupied by the department of physics.

Stage three: 1999-2000 to 2000-01 – refurbishment and reorganisation of laboratory space in the school of biological and chemical sciences. Purchase of spectrometry and related research equipment for the biomedical analysis centre in the school.

Project outcomes

Although the college has ceased to offer teaching in physics at undergraduate level, the part-time BSc in physics continues to be provided at UCL under the terms of the transfer agreement between the college and UCL. As a result, student choice has been preserved and enhanced, since this collaborative venture is leading to the development of new part-time study opportunities in science between the two colleges.

The first phase of accommodation works was completed in September 1999 with the refurbishment of an area of about 700 square metres formerly occupied by the department of physics at a cost of £690,000. This area has been refurbished to provide high-quality teaching, research, IT and library space. Much higher levels of space utilisation are being obtained as a result of this re-organisation.

The final phase of the project is due for completion in summer 2001. An existing unmodernised laboratory suite in the school of biological and chemical sciences is to be refurbished to house the school's new research facility for biomedical and environmental mass spectrometry. In addition, £250,000 of the grant funds have been allocated for purchase of the equipment which will be used to establish this centre.

Bournemouth University

Start date	1 May 2000
Expected completion	31 October 2000
Duration	Six months
Cost	Total project cost: £39,362 HEFCE grant: £19,681
R&CF criteria	Major changes to the academic portfolio Collaborative arrangements between HEIs
Contact	David Williams, Head of Research, Innovation and Strategy Studland House 19 Christchurch Road BOURNEMOUTH BH1 3LG tel 01202 503808 fax 01202 503917 e-mail dwilliam@bournemouth.ac.uk

Aims and objectives

The aim of the study was to establish how much, and how, HE can be 'grown' in the sub-region in order to:

- widen access and increase social inclusion
- meet skill shortages and help attract inward investment
- match HE to local demand
- work with businesses to develop continuing professional development and work-based learning
- inform the provision of foundation degrees.

The objectives were:

- the development of cautious, moderate and high growth scenarios of future HE demand to 2005, based on analysis of quantitative and qualitative indicators, consideration of the special characteristics of the sub-region, and appropriately targeted market research with schools, colleges and employers
- to use the outcomes to the study to inform the future development of HE provision across the sub-region.

Programme of work

- April-June 2000 – Detailed discussions with partner FE and HE institutions as to their interest in, and involvement with, a major study of HE demand for the sub-region
- June 2000 – Initial discussions with external organisations with the ability to undertake the work

- Early July 2000 – Development of detailed tender for the work to be carried out
- Early August 2000 – Award of tender and establishment of small management group to work with the external consultants
- Late August 2000 – Commencement of desk research
- September and early October 2000 – Undertake primary research with schools, colleges and employers
- Mid-October 2000 – Collate findings and present first draft to management group
- End October 2000 – Complete final report.

Project outcomes

An interim report and associated workshop for participating institutions to explore/discuss issues.

Submission of a final report accompanied by a presentation to clients.

Consideration by steering group of participating institutions of how to take the findings of the study forward, including the development of detailed implementation strategies to realise forecast growth in HE demand (ongoing).

University of Bradford: IconLab

Start date	October 2000
Expected completion	May 2001
Duration	Eight months – This funding covers a feasibility project; the full IconLab project will require a longer programme of definition, fund-raising and implementation, dependent on the results of the feasibility study
Cost	Total project cost: £80,000 HEFCE grant: £30,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor Rae Earnshaw Dean, School of Informatics University of Bradford Richmond Road BRADFORD BD7 1DP tel 01274 234001 e-mail r.a.earnshaw@bradford.ac.uk Tony Sweeney Deputy Head National Museum of Photography Film & Television BRADFORD BD1 1NQ tel 01274 203333 e-mail a.sweeney@nmsi.ac.uk

Aims and objectives

The IconLab project will create a new type of public-focused media lab bringing together educational, cultural and industrial perspectives. It will explore and communicate the ways in which digital media are contributing to the 'knowledge society'.

IconLab will build upon the pioneering relationship that already exists between the University of Bradford and the National Museum of Photography, Film and Television by providing a new forum that will bring together digital media producers, educators, and consumers of all kinds. Through a mixture of industry-led research, workshop space and visiting fellows it will become a major national resource in helping identify the massive potential that is emerging from the growing convergence of technology, creative art and media culture. It aligns strongly with the Regional Development Agency's commitment to digital media industries in their 'business cluster' strategy.

Programme of work

The feasibility study comprises the following activities.

- a. Content and market positioning studies:
 - SWOT/market/competitor/comparator analysis to clarify needs and opportunities

- refinement of vision, aims, content, audiences, benefits and unique selling points
 - specification of marketing strategy and brand positioning.
- b. Organisational and physical structure:
- options for formal organisational structure
 - specification of staffing and expertise needs
 - specification of infrastructure and physical location needs
 - identification of potential partners, stakeholders and opinion-formers.
- c. Business plan:
- analysis of deliverable capital/operating scale and resourcing options
 - identification of critical success factors, and gap analysis
 - identification of potential revenue sources, including commercial income generation.

The three main strands of work are running in parallel over the duration of the project.

Project outcomes

Planned final outcome: A full feasibility study report and project definition document comprising the above elements, providing a robust basis on which to progress the full IconLab project.

Current state of progress: Work in each specific sub-area of the overall feasibility study has progressed to the point where the required mix of internal and commissioned sub-studies has been defined, and these are now being initiated. Productive discussions have been held with representatives of Yorkshire Forward (RDA) and Government Office for Yorkshire and the Humber.

Planned interim outcome: At mid-project stage, a 'first-pass' scoping report will be produced, which will be further refined in the second half of the project.

University of Bradford collaborative project with Bradford College

Start date	August 2000
Expected completion	August 2001
Duration	One year
Cost	Total project cost: £321,650 HEFCE grant for Phase 2: £154,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor Colin Mellors Pro Vice-Chancellor University of Bradford Richmond Road BRADFORD BD7 1DP tel 01274 233816 fax 01274 235720 e-mail C.Mellors@bradford.ac.uk

Aims and objectives

The University of Bradford and Bradford College have a long-standing history of collaboration. In 1995 this was formalised through the Agreement of Association, which covered key aspects of academic and infrastructure collaboration. In 1999-2000, HEFCE funded phase one of the collaboration project, which facilitated a wide ranging review of the existing arrangements and identified areas of academic activity and infrastructure which could be developed for possible further collaboration.

The current HEFCE grant covers phase two of the project, which aims to further develop and implement a number of projects previously identified in phase one, with a view to enhancing the existing partnership. The aims include:

- demonstrate examples of the different models of collaboration
- generate momentum towards collaboration within both institutions, and ideally provide the potential for further spin-off collaborative activities
- rationalise resources across both institutions by collaborative provision in areas of academic activity and infrastructure.

Programme of work

The programme of work is divided into two categories that will be carried out during phase two of the project.

- a. Infrastructure projects – The project will focus on three infrastructure areas which will, on completion, provide a more cost-effective service, improve the quality of provision, and share good practice:
 - the creation of a single print service across both institutions
 - a review of the central student record system

- the establishment of a joint presence or city office within Bradford city centre.
- b. Models of academic collaboration – The project will focus on three major areas of academic activity, which will target those academic subject areas identified as being innovative or interdisciplinary. It will focus on cases where one institution alone does not have the full range of expertise, but where the two together can provide a range of courses which would otherwise not be possible.
- joint **ownership** of new undergraduate activity (BA Hons Applied Criminal Justice Studies)
 - joint **delivery** of new undergraduate activity (including BSc Hons Cosmetic Science; BSc Hons Internet, Law and Society)
 - development of curriculum strategy (including part-time engineering degrees).

Project outcomes

The project will result in the following outcomes:

- the creation of a number of innovative programmes of study, drawing on the strengths of the two institutions, which will lead to increased customer choice. Together with the resulting improvement in the administrative arrangements supporting such joint arrangements, this will facilitate the development of activities not included in the project to date
- jointly run, more cost-effective services
- the identification of economies of scale which will facilitate the release of funds for investment into core activities of both institutions, including the rationalisation of some areas
- a detailed appraisal of the various models of collaborative activity undertaken during the project and the subsequent development of blueprints/models of good practice, which will be of benefit not only to the two institutions involved, but to the wider HE community.

Bretton Hall College 'Manygates' Project

Start date	November 1999
Expected completion	Construction project – 3 July 2000 Fully operational – September 2000
Duration	34-week construction period
Cost	Total project cost: £1,706,000 Construction contract: £1,267,684 HEFCE grant: £472,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Structural realignments within institutions
Contact	Professor David Sugden Acting Principal Bretton Hall College of the University of Leeds West Bretton WAKEFIELD WF4 4LG tel 01924 830261

Aims and objectives

Bretton Hall College has developed a strong reputation for the quality of graduates emerging from the Surface Pattern degree programme, whose progression into employment traditionally encapsulated the major textile companies operating in west and south Yorkshire. However, the textile industry underwent significant changes during the 1980s and subsequent decline during the 1990s. While decline had occurred, a vibrant, niche market was emerging – either directly supporting the textile and apparel sectors or the non-traditional industries through the process of design supported by the new technologies. The Design Realisation Centre project was the result of these observations. From the newly created centre, higher education and industry were intended to interface, sharing the benefits that state of the art skills and innovative techniques could provide to established and new markets. Through such support, the college was able to provide assistance to large and small companies and contribute to retention of graduates in the area by providing studio space from which new business start-ups could be generated.

An integral component of the project was the transfer of the Surface Pattern course programme from its leased premises to the new facility, which could accommodate both the traditional and the new technology processes as introduced whilst functioning from an environment that was conducive to representatives of industry.

Programme of work

The programme of works:

- the construction contract commenced in November 1999 and concluded, on schedule, in July 2000
- the Surface Pattern course transferred to the new premises for the academic year 2000-01

- new programmes and services were designed to meet the needs of new entrants to the industry and existing companies
- the project was subjected to review and evaluation as part of the merger plans between the college and the University of Leeds, and support to continue the work was given.

Project outcomes

The project has delivered a new, purpose-built unit based at the Manygates campus, a central location within Wakefield. The introduction of new technologies within the curriculum has resulted in radically new concepts of design being produced by the undergraduates and by employees of companies operating within the area. Additionally over 150 small and medium sized enterprises have accessed technical and business development support during the period under review. The acquisition of a digital printer inspired the establishment of a new short course 'Innovation in Design' in 1999, with the techniques and processes becoming embedded into the Surface Pattern course as standard practice. Students have successfully combined 'old' and 'new' techniques to produce highly creative pieces of work, which are now on permanent display in the Design Realisation Centre foyer.

As from 1 August 2001, the Centre will provide a focal point for future HE/industry liaison through the newly merged institution of the University of Leeds in Wakefield.

Canterbury Christ Church University College – Thanet Campus

Start date	March 1999
Expected completion	October 2000
Duration	18 months
Cost	Total project cost: £7.8 million HEFCE grant: £1.392 million (in three phases) a. Feasibility study £30,000 b. Development of business case/initial start-up costs £45,000 c. Set-up costs £1,317 million
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio
Contact	Roger Clayton, Assistant Principal (Business) Canterbury Christ Church University College North Holmes Road CANTERBURY CT1 1QU tel 01227 782203 fax 01227 456439 e-mail hrc1@cant.ac.uk

Aims and objectives

The creation of a new campus in Thanet will address two main issues:

- the need to increase participation in higher education in Thanet, which is consistently significantly below the national average
- to aid the economic regeneration of Thanet (the region has Objective 2 status).

The college did not seek a grant to cover the capital costs of the building but funding was sought to cover 50 per cent of the identified start-up costs.

Programme of work

First phase of funding: study to assess the feasibility of establishing an HE presence in Thanet.

Second phase of funding: business proposal to be prepared and submitted to the relevant internal and external bodies.

Third phase of funding: start-up of the campus, including expenditure on communications, IT facilities, equipment for a learning centre, and an initial increase in academic and support staffing levels.

Project outcomes

The project started in March 1999 with a feasibility study, which was partially funded by HEFCE.

Following the findings of the feasibility study, the college developed, with the support of HEFCE, a full business proposal which was submitted to the college's governing body, HEFCE and other parties in September 1999.

Implementation of the proposal began in Autumn 1999 and involved:

- the securing of land
- obtaining planning permission
- applying for and securing funding from Objective 2 funds (Single Regeneration Budget and European Regional Development Funds)
- negotiating contracts for design and construction of building Phase 1 to be opened September 2000
- official launch of Thanet Campus in January 2000 and start of construction
- validation of new academic programmes in spring and summer 2000
- marketing and extensive PR activity over spring and summer 2000
- opening of campus on 6 October 2000.

Chester College of Higher Education

Start date	September 1999
Expected completion	July 2002
Duration	Three years
Cost	Total project cost: £1,366,000 HEFCE grant: £1,050,000 Contribution from the college: £308,000
R&CF criterion	Major changes to the academic portfolio
Contact	<i>Diversification strategy:</i> Professor D Cotterrell Dean of Science & Health Chester College of Higher Education Parkgate Road CHESTER CH1 4BJ tel 01244 375444 ext 3116 e-mail d.cotterrell@chester.ac.uk <i>Academic:</i> Dr Desmond Hickie Head of Department of Business & Management tel 01244 375444 ext 3803 e-mail d.hickie@chester.ac.uk <i>Finance:</i> David Stevens Bursar tel 01244 375444 ext 3020 e-mail d.stevens@chester.ac.uk

Aims and objectives

In a strategic review of its widening access and participation activities, Chester College, in partnership with the local business community, identified a lack of business education and training provision for mature local students. The Chester economy has enjoyed rapid growth in the last decade which has resulted in severe shortages of appropriately qualified individuals. In response to these needs, and the willingness of major business partners to offer tangible support, the college will provide both general provision of courses in the broad areas of business and management, from Higher National Diploma to postgraduate academic qualifications, as well as professional qualifications and a centre of expertise to support the areas of financial services and tourism management. This will provide a resource for the sub-region to sustain this exceptional pace of economic development in knowledge-based service industries.

The aims of the development are to:

- provide for the business and management educational and training needs of Cheshire

- support sub-regional, and thereby regional, economic development
- provide opportunities and encouragement for vocationally relevant lifelong learning
- promote access to higher education by offering a ladder of awards and strengthening links with further education.

Programme of work

In order to effect a major repositioning of its course portfolio, the college was given support to resolve the anomaly of a major business centre such as Chester lacking its own HEI-based provision in business and management. The programme entails developing:

- the provision of a broad range of full- and part-time courses in business and management
- collaboration with FE colleges to provide subject-specific FE-to-HE link programmes
- the extension of the college's Work Based Learning programme into sandwich placements in industry and commerce within the local economy
- specialist programmes and short courses, related to local employers' needs
- applied research and consultancy.

Project outcomes

The College has successfully recruited undergraduate business students in September 1999 and September 2000 to target. Applications from local and national students are buoyant. The portfolio of undergraduate programmes has expanded to include, for example, Tourism Management and Business Studies as a combined subject. A part-time, three-stage Certificate/Diploma/Masters in Business Administration has been established to meet an identified need of the local business community, and successfully recruited an initial cohort in October 2000 to target.

In the next phase the college will seek to roll forward its initial cohorts, and to recruit new intakes onto its existing programmes. The proposed developments when completed will widen access to higher education in the sub-region, and address identified skills shortages both locally and in the sub-region. It has strengthened links with the local business community and will meet the expanding needs of local industry, commerce and the professions for well-qualified graduates and diplomates remedying the previous lack of provision.

Combined Universities in Cornwall

Start date:	August 2000
Expected completion	July 2003
Duration	Three years
Cost	Total project cost: £1,193,000 HEFCE grant: £325,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Gordon Kelly CUC Co-ordinator Falmouth College of Arts Tremough Campus Treliever Road PENRYN TR10 9EZ tel 01326 370430 fax 01326 377579 e-mail info@cuc.ac.uk

Aims and objectives

The Combined Universities in Cornwall (CUC) is a partnership of the HE and FE institutions which deliver HE in Cornwall. The initiative aims to create a step increase in HE provision in the county, delivering new opportunities for the people of Cornwall and to stimulate a sustained regeneration of the Cornish economy. Growth in teaching and research will take place at an academic 'hub' in Falmouth/Penryn, a health 'node' in Truro and a number of satellite centres around the county, referred to as the 'rim'.

The initial grant awarded by HEFCE has been supplemented by contributions from partner institutions, Cornwall County Council and the South West Regional Development Agency. These in turn have been matched by European Regional Development Funds under the Objective 1 programme for Cornwall.

Programme of work

The longer term CUC vision extends over a period up to 2007-08 and beyond and includes discrete phases of growth and a substantial capital programme. This project is largely focused upon establishing the foundations for the CUC initiative with two main elements – development and co-ordination of the initiative, and pump-priming of academic developments.

Most of the project will be completed within a 12-month period from August 2000.

Project development and co-ordination

This involves stages of work which are critical to achieving milestones in the delivery of the full CUC plan.

- a. **Business/academic planning:** Substantial business planning work has been required to secure further support from HEFCE and other funders (private and public) and in order to meet the

Objective 1 submission criteria. This work has been partly completed with contributions from all partners to cover academic plans and associated student number projections together with the capital and revenue resource requirements. An announcement by Education Secretary David Blunkett in May 2001 confirmed that the Government would provide the remaining funds necessary to match Objective 1 European funding to allow phase 1 of the substantive project to go ahead.

- b. **Project co-ordination:** Through the appointment of a project co-ordinator and administrator the CUC initiative will have dedicated staff with the necessary resources to drive the plans forward and to co-ordinate activity with the partner institutions.
- c. **Constitution and governance:** The partnership is a distinctive model for collaboration and the constitutional arrangements are complex. A constitution has been developed for ratification by the Boards of Governors and Councils of respective institutions by summer 2001. An agreement for the joint development and operation of the 72-acre 'hub' site by Falmouth College of Arts and the University of Exeter is also being progressed. Legal and financial advice is being sought in defining the most effective structure.
- d. **Master planning for new site developments:** In advance of finalising a funding package for the developments at the 'hub' and 'rim', essential planning work is being undertaken so that progress towards planning applications can be made within the overall programme for the delivery of the CUC vision.

Completion of all the above business planning work will form a major submission to the county's Objective 1 programme and to other funders.

Pump-priming of academic programmes

As part of the academic plan there are many new programmes of study being developed. The project is providing support for these developments during the first few years until they become self-financing.

Project outcomes

The business plan defines new courses, student numbers, facilities and staff. Progress of this project will be measured against these targets.

Since the start date in August 2000 substantial progress has been made in all areas mentioned above. Following completion of a revised combined business plan for the 'hub' and 'rim' in December 2000, the South West RDA and the HEFCE have endorsed the plan. Confirmation of a full funding package for developments was confirmed in May 2001. The project co-ordinator was appointed to take up office in March 2001.

Cranfield University

Start date	July 1999
Completion	March 2001
Duration	20 months
Cost	Total project cost: £4.46 million HEFCE grant: £1.50 million 1998-99 £0.04 million 1999-2000 £1.28 million 2000-01 £0.18 million
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Professor A P F Turner Head Cranfield University at Silsoe SILSOE MK45 4DT tel 01525 863006 fax 01525 863360

Aims and objectives

The project focuses on the academic integration of staff and activities within Cranfield's expanding postgraduate Institute of Bioscience and Technology (IBST) with those involved in the declining agricultural programmes on the Silsoe campus. Such a change requires some staff restructuring plus relocation of the IBST team from the Cranfield Campus to Silsoe.

The project has four main objectives:

- to reverse the decline in the teaching and research programmes by undertaking major modifications, to include a higher and more appropriate level of biological sciences and technologies
- to improve space utilisation on the Silsoe site
- to offer laboratory and office space required for the growing needs of IBST programmes
- simultaneously, to free up space on the Cranfield Campus to accommodate growth requirements for the engineering and management activities.

Programme of work

Both schools are now led by the Head of the IBST and, under his direction, major revisions have been made to the undergraduate, masters and research programmes previously offered at Silsoe.

Simultaneously, detailed plans were prepared by the university's estates department to modify and refurbish 2,000 square metres of space to accommodate both the staff relocated from the Cranfield Campus and the changing programmes. The major building work was completed in time for the start of the 2000-01 academic year.

Project outcomes

The key outcomes include:

- a suite of teaching and research postgraduate programmes that better reflect the nation's needs in the agricultural, food, environmental and medical technologies
- a modern university campus at Silsoe appropriately refurbished and equipped for the relocation of the IBST
- additional space on the Cranfield Campus to accommodate further academic growth.

University of Essex

Project title	New facilities to support the Partnership for Higher Education in South Essex
Start date	To be confirmed
Expected completion	To be confirmed
Duration	Three years
Cost	Total project cost: about £42.2 million HEFCE grant: £2 million
R&CF criterion	Major changes to the academic portfolio
Contact	Dr Sonia Virdee Planning Office University of Essex COLCHESTER CO4 3SQ tel 01206 874681 fax 01206 874852 e-mail svirdee@essex.ac.uk

Aims and objectives

The aim is to contribute to the development of new facilities for the Partnership for Higher Education in South Essex, led by the University of Essex and South East Essex College. The new building will accommodate approximately 1,500 (FTE) HE places and provide an innovative, IT-based learning environment for students undertaking a range of courses leading to University of Essex awards.

Programme of work

The project is at an early stage of development. The university is actively involved in planning discussions with South East Essex College. These discussions relate to the establishment of a new set of HE facilities for around 1,500 FTE in central Southend, comprising approximately 7,700 square metres (equivalent to 5.14m² per HE FTE). The balance of the funding is being provided through contributions from the Further Education Funding Council (now the Learning and Skills Council) and the partner institutions.

Project outcomes

Key outcomes anticipated are:

- opening up a range of new HE opportunities – principally for the people of South Essex – including foundation degrees and access to a range of progression routes
- raising high level skills and levels of HE attainment in an area where both are needed – thereby boosting employability of local people
- bringing innovation in curriculum design and delivery and through the supported learning environment

- providing easy accessibility – by operating from a purpose-built site at the hub of a public transport network
- harnessing leading-edge information and communications technology to benefit the learning community, and business stakeholders
- forming an industry clinic which will boost local businesses and employers of all sizes and help in the effort to stimulate competitiveness.

Goldsmiths College, University of London

Start date	September 1999
Expected completion	Summer 2001
Duration	Two years (initial phase funded by grant)
Cost	HEFCE grant: £1.6 million
R&CF criterion	Structural realignments within institutions
Contact	Shane Guy Secretary Goldsmiths College, University of London New Cross LONDON SE14 6NW tel 020 7919 7920 e-mail s.guy@gold.ac.uk

Aims and objectives

The aim is to enable a location on the college campus to be developed as a national centre of excellence for the arts.

Objectives are:

- the consolidation of a department rated 5* in the previous Research Assessment Exercise, which is presently spread over 20 locations, and the subsequent consolidation of and improvement to the accommodation of other unsuitably housed and dispersed departments to improve efficiency and to permit an increase in student numbers.
- the creation of an appropriate planning environment for the development of the area and departments involved as a national centre for the arts, by procuring a number of properties on the St James's site.
- to complete a major component in the college's estates strategy first articulated in 1988-89, including the acquisition of freeholds of leased properties.

Programme of work

The planning authority, the London Borough of Lewisham (LBL), has included an objective within the borough's unitary development plan to assist the college in its endeavours. LBL has granted approval for change of use of former residential property on the site to academic purposes, and an application is under consideration for change of use of further very run-down properties for use for college purposes. The freehold has been acquired of the former Deptford Town Hall, which had previously been occupied on lease from LBL and represents a major focal point for the site. This is providing substantial savings in the lease rent.

The freehold of a day nursery is in process of acquisition from the local authority. A lease has been agreed with the occupants for its relocation when the ground it occupies is required for redevelopment. The first freehold properties have been acquired and several more are in the final course of negotiation. As a consequence of the activity thus far, two additional properties not

previously thought to be available have been offered to the college, making the site almost exclusive to Goldsmiths.

A fund-raising organisation has been put in place to generate private funds for subsequent phases and there will be a major launch of this appeal in May 2001. Consultants have been appointed and have initiated planning with regard to the centre. The first occupation of a property not previously in use by the college has now taken place. Total cost, and cost per annum will be determined at the completion of each phase of the project, the phasing being in part dependent upon the generation of funds from private and public sources.

Project outcomes

The duration of this phase of the operation has been more extended than envisaged. Difficulties have arisen through the need to deal with a large number of small properties, some in the hands of squatters, where records of the previous owner were absent or incomplete.

The interim outcome is the securing of properties on the St James's site to enable a reorganisation of property use to take place, enhancing efficiency and permitting a growth of student numbers, prior to the construction of the arts centre. It is anticipated that such purchases, alterations and reorganisation will be completed by summer 2001.

The final outcome will be realised in approximately five years.

University of Hertfordshire

Start date	January 2001
Expected completion	September 2003
Duration	Two years nine months
Cost	Total project cost: £105 million HEFCE grant: £1.8 million
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio Structural realignments within institutions
Contact	Dr R J T Wilson Pro Vice-Chancellor and Deputy Chief Executive University of Hertfordshire College Lane HATFIELD AL10 9AB tel 01707 284033 fax 01707 284046 e-mail R.J.T.Wilson@herts.ac.uk

Aims and objectives

Restructuring of campus configuration to:

- gain increased institutional effectiveness through the disposal of two physically obsolete campuses and building a new campus on the former British Aerospace site in Hatfield, one kilometre from the present main university campus
- enhance the University's academic portfolio and research initiatives by facilitating inter-disciplinary developments through the co-location of the staff of the faculty of humanities, languages and education and of the business school, and through the proximity of the new campus to the faculties located on the present College Lane campus
- modernise learning and teaching facilities by the creation of a new learning resources centre
- improve student access by providing programmes geographically close to centres of population and with good communication links
- consolidate the university's position within its region by creating a campus that accommodates community sports/leisure and arts activities and by providing conference facilities that will address the needs of the business community.

Programme of work

The main elements of the programme of work are:

- securing a change in planning status of the Balls Park campus in Hertford and subsequently disposing of this asset
- the disposal of the student residences in Hertford

- the disposal of the Wall Hall campus in Radlett, in parallel to securing a change in the planning status of the campus
- generation of further capital receipts through innovative management of the university's estate
- acquisition from British Aerospace of the 30 acres of brownfield land and 18 acres of greenfield land for the new campus
- obtaining planning permission for the new campus from Welwyn Hatfield Council and Hertfordshire County Council, with the support of regional agencies
- design of academic facilities to accommodate two faculties and an integrated campus learning resources centre
- design and implementation of inter-campus communications to facilitate maximum benefits from the proximity of the two Hatfield campuses
- negotiating a partnership agreement to facilitate the construction of the academic facilities within the capital resources available
- specification of on-campus residential facilities to accommodate 1,600 students
- specification of a sports/leisure centre for student and community use
- specification of facilities for community social/leisure use and the negotiation of financial terms to support these facilities
- specification of conference and performance facilities to address the needs of the business and arts communities
- negotiating a Private Finance Initiative contract to construct and maintain the residential and sports/leisure facilities
- design, development and use of a financial model of the project to evaluate affordability and to monitor the effects of variations in parameters during the project
- project management of the campus construction, delivering the project on schedule, within budget and to specification
- completion of all new facilities in the summer of 2003, vacating the existing campuses at that time.

Project outcomes

The main outcomes are:

- a purpose-built campus accommodating the activities of two large faculties, in close proximity to the university's main campus in Hatfield
- the creation of a portfolio of interdisciplinary programmes, increasing student choice
- improved learning and teaching through the provision of modern technology-based facilities
- improved student access in the context of campus location and of physical access for disabled students
- improved efficiency in the delivery of academic programmes through the use of advanced technology and organisational change
- a campus that acts as a centre for community sports/leisure and arts activities together with conference facilities that will address the needs of the business community.

Keele University

Start date	April 2000
Expected completion	July 2003
Duration	Three years, four months
Cost	Total project cost: £4,500,000 HEFCE grant: £1,509,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio Structural realignments within institutions Collaboration arrangements between HEIs
Contact	Professor David Vincent Deputy Vice-Chancellor Keele University KEELE ST5 5BG tel 01782 583209 fax 01782 584181 e-mail vca06@keele.ac.uk

Aims and objectives

The aim is to support the restructuring of the university to facilitate development and growth in the core academic stream. It seeks to align the academic organisation of the university with the opportunities for enhancing its distinctive strengths as a leading provider of multidisciplinary education.

The project includes the following elements:

- relocation costs and pump-priming initiatives, to capitalise on a major reconfiguration of academic departments into multidisciplinary schools
- retraining costs for support staff in the new schools, building on the successfully introduced single pay spine
- pump-priming initiatives in response to external pressures and opportunities
- transfer of classics department to Manchester University
- implementation of a strategic alliance with the Open University.

Programme of work

The programme of work includes:

- physical relocation of departments to promote greater integration of their activities in new schools: completed September 2000
- investment in staffing costs in the reconfigured schools to generate new interdisciplinary undergraduate and postgraduate programmes: completion due July 2002

- transfer of classics department to Manchester: completed September 2000
- implementation of joint course developments with the Open University, on the basis of an exchange of expertise, drawing upon disciplinary strengths at Keele, and pedagogic systems and methods at the Open University: completion due July 2003
- development of a retraining programme for support staff to increase their flexibility and update their skills to facilitate the work of the new schools: completion due July 2003.

Project outcomes

The outcome of the project is the creation of a more efficient and more flexible institution, capable of adapting to new development opportunities in the context of the Keele mission of interdisciplinary education. The number of separate academic units in the university has been reduced by a third, and opportunities for curriculum innovation at undergraduate and postgraduate level are being exploited, particularly in the Schools of Social Relations, Politics, International Relations and the Environment, Language, Culture and the Creative Arts, and Earth Sciences. Staff in cognate disciplines have been relocated within the campus to facilitate more effective collaboration in their teaching and research.

A range of initiatives is leading to the introduction of clusters of undergraduate and postgraduate programmes, drawing upon common sets of modules and disciplinary expertise. These will enrich the Keele curriculum and increase its capacity to attract additional students to established areas of its offering and to new programmes, especially in the taught postgraduate field.

To promote flexibility across the university, particularly in the sciences and parts of the social sciences, Keele will have by the end of the funding period a cohort of support staff who have undergone extensive retraining. There will be increasing emphasis on multi-skilling, and on the capacity of staff to work across a wider range of disciplinary activity. The transfer of classics has protected teaching and research in classical studies in the North West by creating a larger and more viable unit at Manchester. It has also supported Keele's policy of concentrating resources in larger academic units. More generally it has served as a model of closer and constructive relations with universities in the region.

A further example of collaboration will be provided by the strategic alliance with the Open University, which combines Keele's strength in specific disciplinary areas with the Open University's sector-leading expertise in distance learning. Up to six new programmes are being developed by course teams that bring together on a long-term basis staff from both institutions.

King Alfred's College, Winchester

Start date	March 2000
Expected completion	April 2001
Duration	One year, one month
Cost	Total project cost: £6,516,000 HEFCE grant: £1,158,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Tommy Geddes Vice-Principal (Administration) King Alfred's College, Winchester Sparkford Road WINCHESTER SO22 4NR tel 01962 827201 fax 01962 879033 e-mail t.geddes@wkac.ac.uk

Aims and objectives

To help the college achieve essential academic and estate restructuring following the loss of a multi-million pound NHS contract. The contract had accounted for some 20 per cent of total income.

The college had already successfully implemented most of its strategy for dealing with the loss of the contract including:

- disposing of leased buildings previously needed for nurse training
- maintaining year on year surpluses through cost reductions and growth in other income streams
- growing other academic programmes, most notably performing and community arts, to replace most of those student numbers lost with the NHS contract
- making all of the NHS contract funded staff redundant or redeploying them
- restructuring and reducing the number of academic schools
- launching a £6.5 million flagship building project to provide good quality accommodation for the rapidly increasing performing and community arts student population. The accommodation will also house a public community arts facility, student residences and conference facilities. The building project involved the renovation of a grade 2 listed building.

The HEFCE R&CF grant helped the college fund the initial increase in the cost of extra performing arts staffing and part-funded the performing arts part of the building project. Community and performing arts was the fastest growing discipline in the college but in the worst accommodation.

Programme of work

The funds allocated in support of increased performing arts staffing equated to 12.75 additional posts over a three-year period.

Work on the building project began in March 2000 with an expected completion date of February 2001. Delays, due mostly to the unusually wet weather in the autumn and winter of 2000-01, deferred the end date to the beginning of May 2001. A further factor in the delay was the Grade 2 listing of the building and related unforeseen construction problems.

Project outcomes

The programme of rapid expansion in community and performing arts has been an outstanding success, meeting a large increase in demand for such courses and helping the college and HEFCE achieve their widening access and participation goals. While college income has dropped following the loss of its NHS contract, most of the shortfall has been made up through increased recruitment in other areas, especially in community and performing arts.

The college has only been able to cope with the expansion in the number of community and performing arts students with the creation of new specialised accommodation created from a somewhat derelict listed building. The very high standard of the new accommodation will bring considerable benefit to the quality of the academic programmes delivered in it.

Lancaster University

Start date	May 1998
Expected completion	2001-02
Duration	Four years of HEFCE funding; the project then continues on a self-financing basis
Cost	HEFCE grant: £1.856 million 1998-99 £670,113 1999-2000 £505,887 2000-01 £428,000 2001-02 £252,000
R&CF criterion	Structural realignments within institutions
Contact	Colin Adams Planning Office University House University of Lancaster Bailrigg LANCASTER LA1 4YW tel 01524 594203

Aims and objectives

The aims of Lancaster's restructuring project, now completed and self-financing, were to:

- redirect resources from declining areas to proven teaching and research strengths of international quality, specifically in Environment and Communications
- broaden access to science through new cross-disciplinary teaching programmes involving science, social science and management disciplines
- develop teaching and research related to the social, management and cultural challenges posed by the application of rapidly changing technologies
- identify teaching and research which relates to the attributes and needs of the North-West region, and with potential regional partners
- generate economies, from shared use of physical and human resources.

Programme of work

Early in the project, outdated research and teaching laboratories were modified and re-equipped to resource the anticipated growth in research and teaching. Staff, appointed over the four-year period, developed new modules for multi-disciplinary undergraduate and postgraduate schemes, enhanced collaborations with industrial and regional partners, and targeted increased research grant income to sustain the project.

Project outcomes

Three science faculties were replaced with two broader-ranging ones to facilitate the collaborations necessary for new modular teaching programmes at undergraduate and postgraduate level and with departments in the management and social science faculties.

Relocation of science teaching allowed shared use and design of laboratories and equipment within a single building for biological sciences, environmental sciences, geography and physics. Inefficient science space has been modernised to provide: new hydrology, biochemistry, biotechnology and communications research laboratories; and new communications, biochemistry, multi-media and computing teaching laboratories.

Expansion of science teaching was achieved by redistributing undergraduate numbers from declining areas into new inter-disciplinary schemes associated with the environment and communications themes. Undergraduate schemes included combined science and technology, internet technology and multi-media systems. Postgraduate masters schemes included business information systems, environment and development, plant stress biology, space communication engineering and environment, culture and society. Short courses were developed in geographic information systems, remote sensing, phenotypic analysis and plant sciences for industry. Inter-departmental modularisation has increased flexibility.

Collaborative research in the environment sub-project involved the departments of environmental sciences, biological sciences and geography. A newly formed institute strengthened research into the political, ethical and social aspects of environmental change for environment, policy and philosophy. Collaboration with two regional Natural Environment Research Council (NERC) research institutes based in Cumbria culminated with agreement to relocate staff of the Centre for Ecology and Hydrology (Merlewood) to new laboratories at Lancaster funded jointly by NERC and the university. These increase the potential of all staff funded by the project and others who will occupy the new facilities, to expand income of £7.5 million earned over two years in environmental genomics, soil remediation and agriculture.

In the communications sub-project, a new department of communications systems was established providing a focus on the issues of modern communication technology. A new professor and five lecturers, largely funded within the project, have expanded research in the field of signal, voice and image processing and promoted collaboration between the departments of computing and communications. This has been further stimulated by joint participation in two interdisciplinary research centres funded by the Engineering & Physical Sciences Research Council. New networking was completed, including rewiring, additional connections, and new switching and connection equipment.

Law Library Collaboration in Yorkshire and Humberside

Start date	2 January 2001
Expected completion	31 December 2002
Lead institution	University of Leeds
Duration	One year 10 months
Cost	Total project cost: £160,000 HEFCE grant: £160,000 January – December 2001 £86,559 January – December 2002 £73,441
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Elizabeth Kensler Case Project Manager Brotherton Library University of Leeds LEEDS LS2 9JT tel 0113 233 1044 fax 0113 233 5561 e-mail e.a.kensler@leeds.ac.uk

Aims and objectives

The project's aim is to improve library and information support for law researchers in the UK higher education community by exploring alternative methods of information support and delivery, principally using web technology. Using the Yorkshire and Humberside academic community, with their history of collaboration through the Yorkshire & Humberside Universities Association (YHUA), as a test site, the project will establish models of co-operation and analyse the cost of collaboration between law libraries. This regional model will examine the concepts and issues involved in developing and sharing collections both regionally and across sectors, and will develop policies for the development of a national collaborative framework across the legal education community.

Programme of work

Three main areas of law library collaboration will be explored: academic collaboration; cross-sectoral collaboration; and collaboration with information suppliers.

Academic collaboration includes: assessment of the region's academic legal collections and resources, and its user needs; and examination of the issues involved in a regional inter-lending and document delivery service.

Cross-sectoral collaboration issues will be examined initially using a pilot project in Sheffield, involving academic, public and commercial law resources and expertise. The concepts involved include making available cross-sectoral legal resources by electronic means and examining the associated funding and access issues.

Collaboration with information suppliers will enable assessment of the possible benefits of academic consortial purchase of on-line services and a comparison of these results by examining the potential customisation and development of a specific search, retrieve and document delivery tool for legal researchers.

Project outcomes

Four key deliverables have been identified, to be developed using information generated from the project in the Yorkshire and Humberside area as well as feedback from focus groups:

- a. A web-based national legal information gateway, offering value-added services including document delivery, a virtual enquiry service, access to a range of electronic services and web-based legal information skills tuition.
- b. A policy of regional development to identify 'Centres of Excellence' and collection development collaboration, including a document delivery service and an access policy.
- c. A policy of regional cross-sectoral resource sharing, which will operate as a cost-recovery service between academic, public and commercial law firms, using the pilot site in Sheffield.
- d. Results of an investigation into consortial purchase and user-led customisation of an electronic legal information resource for the UK higher education market.

University of Lincolnshire and Humberside

Start date	July 1999
Expected completion	July 2003
Duration	Five years (three years HEFCE funding)
Cost	Total project cost: £7 million HEFCE grant: £1.500 million 2000-01 £1.067 million 2001-02 £0.256 million 2002-03 £0.207 million
R&CF criterion	Major changes to the academic portfolio
Contact	Professor K Bardon Deputy Vice-Chancellor University of Lincolnshire and Humberside Cottingham Road HULL HU6 7RT tel 01482 440550 fax 01482 463282 e-mail kbardon@ulh.ac.uk

Aims and objectives

The main elements of the project are:

- restructuring the academic and support staff base to more realistic and affordable numbers
- closure of the Grimsby campus and the relocation of science provision to the new Lincoln campus
- comprehensive review of the science provision, combined with investment in new subjects.

Through implementation of these key elements the university aims to:

- Improve its ability to respond to the continuing changes in science needs in the United Kingdom
- become more responsive to student demand and thus better able to make an improved contribution to the supply of scientists
- be better able to underpin and support planned developments in areas such as physiotherapy and nursing through a broadening of the sciences curriculum
- provide a range of R&D services to regional businesses and the community to support improved efficiency, competitiveness and the availability of high level skills in the work force
- contribute to the East Midlands RDA strategy objective of developing a 'University for Food' in Lincolnshire.

Programme of work

The main stages of the project are:

- a. Staff restructuring, to include:
 - retraining and staff development of both academic and support staff
 - appointment of new academic and support staff in specialisms associated with the development of the sciences curriculum.
- b. Facility development, to include:
 - re-equipping science laboratories
 - re-investment in specialist library and learning support provision
 - specification and commissioning of new laboratory provision.
- c. New science provision, to include:
 - review of provision prior to the start of the project
 - development of new and broadened curriculum
 - identification and marketing of new science curriculum.

Project outcomes

The main interim outcomes of this continuing project are:

- identification, planning and implementation of a full training and staff development programme to support curriculum development, implementation of new curriculum, and most effective use of the new science facilities
- new appointments have been made, both to teach new and specialist areas of curriculum, and to manage, support and operate new technical facilities
- laboratories already commissioned for continuing cohorts and for new student cohorts have been fully equipped
- learning support facilities, including ICT support, have been developed and repositioned to achieve a better fit with the new sciences curriculum
- all laboratories already commissioned are fully specified and operational for both teaching and research
- curriculum which was delivered prior to commencement of the project has been completely reviewed both for undergraduate and postgraduate programmes
- significant progress has been achieved with the development of the new sciences curriculum, and the new subjects of Forensic Science and Food Studies recruited cohorts in 2000-01
- the new sciences curriculum has been comprehensively marketed to student recruitment markets, but also directly to employers, science advisers, and other bodies having an interest in the development of science-based services and industries.

Liverpool Institute of Performing Arts

Start date	1 August 1998
Expected completion	31 July 2002
Duration	Four years
Cost	HEFCE grant: £1,404,000 (£468,000 a year for 3 years)
R&CF criterion	Major changes to the academic portfolio
Contact	Mark Featherstone-Witty Principal & Chief Executive The Liverpool Institute of Performing Arts Mount Street LIVERPOOL L1 9HF tel 0151 330 3000

Aims and objectives

The overall aim is to enable the Liverpool Institute for Performing Arts (LIPA) to demonstrate its suitability to become a directly funded institution specialising in excellence in teaching contemporary music.

This is supported by specific objectives:

- to ensure the quality of learning meets industry requirements
- to create an external academic and professional music advisory panel
- to increase practical project-based work and involvement of industrial practitioners
- to devise and implement a graduate monitoring programme to respond better to the contract culture of the industry
- to improve the quality of the applications, admissions and auditions processes
- to develop telematic learning tools
- to enhance financial management and corporate governance
- to increase private sector funding.

Programme of work

A project plan was agreed to meet the specific project objectives. The second phase has been initiated and substantially completed.

Project outcomes

Following the establishment of an academic and professional music advisory panel, there was an international conference about current issues in teaching popular music in higher education.

Subsequently the panel has made recommendations for the institute in the light of the current and future realities of the music industry, current approaches to popular music education, and the relevance of the institute's provision. A review of degree course music provision is under way.

The review of curriculum delivery and several specific initiatives on quality remain ongoing. Practical projects based on close liaison with industry continue to be incorporated in the curriculum. Master classes have been held.

The new appointment of a director of marketing and student recruitment will enhance the objective of a single co-ordinated service to improve the quality of the admissions process.

A Liverpool John Moores University/HEFCE Evaluation of Internal Control Arrangements has drawn attention to management and governance issues which are now being addressed. An active audit committee has been formed, and the cascading of fiduciary responsibility has been agreed. An internal audit is also under way.

There has been a complete replacement of computing stock and software which has been achieved through a substantial donation. These have led to benefits to students, including the development of telematic learning tools. There have also been donations of audio and lighting hardware.

Production, approval and dissemination of the 2000-05 strategic plan has identified a range of activities; an approval process for new provision has been developed and finalised. The internal management structure has been adapted to meet the strategic plan. The composition of the board of directors was reviewed for the same objective; four new members have since joined.

Merger project: Canterbury Christ Church University College with the College of Guidance Studies

Start date	1 August 2000
Expected completion	31 July 2001
Duration	One year
Cost	Total project cost: £625,000 HEFCE grant: £625,000
R&CF criterion	Major constitutional change, particularly merger
Contact	Roger Clayton, Assistant Principal (Business) Canterbury Christ Church University College North Holmes Road CANTERBURY CT1 1QU tel 01227 782203 fax 01227 456439 e-mail hrc1@cant.ac.uk

Aims and objectives

The merger between Canterbury Christ Church University College (CCCUC) and the College of Guidance Studies (COGS) aims to secure the provision of high quality education at regional and national level, in the field of careers education and guidance.

CCCUC has a long tradition of preparing students for a range of caring professions. This will be enhanced by the experience and skill of COGS, which will both lead to new developments in the field and safeguard the quality of existing provision.

The activities of CCCUC and COGS in the area of careers guidance will form a new 'Centre for Careers and Personal Development (CC&PD)' within the Department of Post-Compulsory Education. This will be marketed as a regional centre of excellence, which will maintain and enhance existing links between COGS and the CCCUC Careers Education Staff, service providers, local authorities and government agencies.

Programme of work and Project outcomes

The main elements have been:

- a. The transfer of all staff in the employment of COGS on 31 July 2000 to CCCUC under TUPE regulations. This was successfully completed with effect from 1 August 2000.
- b. Development of academic programmes to be taught at the CC&PD from September 2000, to meet the changing needs of students and employers. New academic programmes were developed over summer 2000 and the first cohort for these programmes was admitted from September 2000.
- c. The relocation of CC&PD from the former COGS site at Hextable, to CCCUC, Salomons at Tunbridge Wells.

d. Refurbishment of the Runcie Building (formerly The Stable Block) at Salomons is necessary to support the relocation. Phase 1 of the conversion was completed by summer 2000 but additional capital expenditure of £1.1 million was necessary over summer 2000 to provide:

- library space
- Open Study and IT Learning Space
- offices for CC&PD staff
- 10 small 'interview' rooms and a control room
- 70 seat lecture theatre
- 30 seat seminar room (x 2)
- 15 seat seminar room (x 2).

The second phase of the conversion of the Stable Block was completed over summer 2000 and the Runcie Building is now operational as teaching and learning space.

- e. To recruit the student target numbers. Forty-five per cent of target numbers were achieved in September 2000.
- f. To sell the Hextable site in spring 2001.

Merger project: University of Essex with East 15 Acting School

Start date	September 2000
Expected completion	July 2003
Duration	Two years 10 months
Cost	Total project cost: £1.29 million HEFCE grant: £870,000 (£700,000 in first year)
R&CF criterion	Major constitutional change, particularly merger
Contact	Dr Sonia Virdee, Planning Officer Planning Office University of Essex COLCHESTER CO4 3SQ tel 01206 874681 fax 01206 874852 e-mail svirdee@essex.ac.uk

Aims and objectives

The aim is to support the merger of East 15 Acting School in Loughton, Essex, with the University of Essex. The purpose is to enable the school to operate more efficiently, benefiting from economies of scale while continuing to focus on the preparation of people for careers in acting or other professions related to the theatre. The project intends to bring the specialist provision delivered at the school fully into the HEFCE-funded sector while enabling the university to extend and refocus its drama provision.

Programme of work

The project consists of three elements:

- a. Transitional funding over two years to support the migration of 130 students from the previous, higher fee level to the normal HEFCE price group C level.
- b. Provision of new and upgraded facilities at both sites to allow the expansion of provision and student numbers:

At Loughton:

- a new teaching building (completed in February 2001) and a new student centre, for which plans are being prepared. This building will include a number of new teaching facilities as well as social space and provision for the disabled. The building will be built in three phases, the first to be completed by Easter 2002.
- upgrades to the sound and lighting system in the Corbett Theatre were completed in the autumn.
- a new open access computer laboratory with 14 workspaces was established at Christmas 2000.

At University of Essex main campus (Colchester):

- two new teaching studios (due for completion during 2002/03) and an upgrade to sound and lighting in existing areas.
 - the provision of enhanced IT and learning resources.
- c. Support for immediate work to integrate the two institutions' administrative and management systems, including IT systems, specifically:
- integration of financial, human resources and management information policies and systems
 - managing staff transfer and integration
 - creating revised structures for academic management and corporate governance.

Project outcomes

Merger of East 15 with the University was legally effected from September 2000, as part of the university's plan to achieve full integration of the school's programmes, students and staff.

Further outcomes are:

- a. Extended and enhanced teaching facilities and learning resources to support acting programmes at Loughton and at the university's main site.
- b. The transfer of all existing students to University of Essex awards, funded through the university as standard price group C, and supported by a successful additional student numbers (ASN) bid for 130 FTE in respect of the existing core provision in acting.
- c. The continued development and expansion of acting provision, including collaboration with other university departments.

Merger project: University of Hull with North Riding College

Start date	January 1999
Expected completion	Merger took place on 1 August 2000; restructuring will continue until July 2002
Duration	Three years eight months
Cost	HEFCE grant: £1.356 million 1998-99 £90,000 1999-2000 £490,000 2000-01 £426,000 2001-02 £350,000
R&CF criterion	Major constitutional change, particularly merger
Contact	Kathryn Pope Merger Project Officer University of Hull HULL HU6 7RX tel 01482 466894 e-mail k.f.pope@admin.hull.ac.uk

Aims and objectives

The aim is to secure the future for higher education in Scarborough by merging North Riding College, Scarborough with the University of Hull, ensuring that:

- the position of existing students is fully safeguarded
- the needs of the North Riding of Yorkshire, and the wider region, for HE and teacher training are satisfied through sustainable long-term programmes
- the range of HE offered in Scarborough is broadened
- provision for lifelong learning is developed
- academic programmes offered to existing and new students are of the highest possible quality.

The project has the following principles:

- merger must yield added value for all stakeholders
- merger is a process and not an event
- the benefits of merger must be bi-lateral
- merger must make an important contribution to the university's regional strategy
- the merged institution must deliver opportunities for lifelong learning
- organisational structures are a means to an end, not an end in themselves
- academic planning is fundamental to integration
- a distinctive academic provision is created in Scarborough

- programmes offered at the Scarborough campus will be appropriate to the setting and character of the town
- staff and students at the Scarborough campus must identify themselves with the university
- all university staff will be helped to attain their full potential.

Programme of work

A project implementation group was established in July 1998. The group undertook due diligence and other investigative work in order to make a recommendation on merger to the university council. On 18 March 1999 the university council agreed to proceed towards merger with North Riding College.

In October 1999 the university agreed the academic structure of the Scarborough campus. In February 2000 the statutory instrument necessary to authorise merger was laid before Parliament. In April 2000 the university agreed the administrative structure of the Scarborough campus.

The merger implementation group continued to meet monthly until June 2001. The work of four of its five sub-groups is now conducted through normal university channels. The personnel sub group continues to meet monthly in an advisory capacity.

Project outcomes

Merger was achieved on 1 August 2000 in accordance with the project plan. The academic structure of the expanded institution is now formally established, and on 1 August 2000 the designate appointments of heads of Scarborough schools and centres and of the campus co-ordinator were ratified.

The original project principles continue to inform merger implementation. Merger has made the future of HE in Scarborough more secure, and has broadened the range of provision. New markets for programmes delivered in Scarborough have been established internationally, nationally and in the region.

Academic developments are proceeding as planned, including the introduction of new facilities and programmes. In addition to the BSc degrees in internet computing, which recruited a second intake of 44 new students in September 2000, an MSc is now under way in Scarborough, supported by HEFCE restructuring funds, with a first intake of 29 students. New provision has also been developed in creative music technology and digital arts. The new creative music technology studios were formally opened as part of the launch of the University of Hull Scarborough Campus on 25 September 2000. Other academic developments include new programmes in business and management and the expansion of reach-out activity. The student body has further diversified as a result of additional recruitment of international students.

The integration of library, personnel and admissions systems was achieved prior to the start of the 2000-01 academic session. Integration of finance and student administrative systems is scheduled for July 2001.

In accordance with the university's corporate strategy, university officers are working with officials of the Scarborough borough council and with key industrialists and business people in the region, with a view to the campus becoming a major centre for the delivery of the university's regional strategy.

Merger project: University of Leeds with Bretton Hall College

Start date	January 2000
Expected completion	Merger will take place in August 2001; restructuring and development will continue until November 2002
Duration	Three years
Cost	Total project cost: £9.2 million HEFCE grant: £5.6 million grant, plus £3.0 million repayable grant
R&CF criterion	Major constitutional change, particularly merger
Contact	Helen Clapham Project Manager University of Leeds LEEDS LS2 9JT tel 0113 243 4845 e-mail h.s.clapham@adm.leeds.ac.uk

Aims and objectives

The aim is to support the merger of Bretton Hall College with the University of Leeds. The purpose of the merger is to sustain and develop Bretton Hall College's provision, in forms which will be viable for the future, by integrating it with the university. This will broaden the availability of the university's resources across the region, and specifically within the sub-region. The merger vision will be fulfilled by achieving the following aims:

- developing and expanding the 'arts' provision of the University of Leeds
- creating an expanded Leeds based School of Education
- strengthening the design aspect of the School of Textiles at Leeds
- developing Continuing Education in the region through the Wakefield Campus
- further developing the university's regional agenda to promote wider participation
- expanding the university's student numbers, in addition to those transferring from Bretton Hall College
- securing the long term viability, and better utilisation, of the college's estate.

Programme of work

The key areas addressed by the project include:

- a. Curriculum development: providing a broader but stronger portfolio of programmes in the subjects which the university and the college have in common. This will create greater opportunities for access and progression for students.
- b. Staffing: restructuring and redeployment of staff within the merged institution to further strengthen key areas; a mentoring and staff development programme to assist the integration process; and developing the research capability of staff.

c. Estates: reorganising, rationalising and consolidating aspects of Bretton Hall and University of Leeds' estates; refurbishing key areas to provide high quality teaching accommodation; and undertaking some new build to accommodate increases in student numbers.

d. Finance: extensive preparatory work has been undertaken to stabilise and tackle financial and management issues at the college. That phase will be complete when the college is integrated into the university on 1 August 2001.

Project outcomes

Merger of Bretton Hall College with the University of Leeds will be legally effected from 1 August 2001, as part of the university's plan to achieve full integration of the programmes, students, staff and facilities.

Further outcomes are:

a. On 1 August 2000 a Shadow Faculty of Music, Visual and Performing Arts was established which included the Schools of Fine Art, History of Art and Cultural Studies, and Music and Performance & Cultural Industries. With effect from 1 August 2001 this will become the eighth faculty of the university.

b. By September 2004 all of the School of Education's activities will be based at the Leeds site.

c. With effect from September 2001 the Fashion, Graphic and Textile & Surface Pattern Design programmes will transfer to the Leeds site.

d. Continuing Education will have an operation at the Wakefield Campus from August 2001. Counselling and Social Work will transfer to the School of Continuing Education with effect from September 2001.

Merger project: Oxford Brookes University with Westminster College, Oxford

Start date	November 1999
Expected completion	November 2000
Duration	Initial implementation is one year
Cost	HEFCE grant: £1,824,000. In addition, the university will directly meet costs of around £1.8 million in the first five years
R&CF criterion	Major constitutional change, particularly merger
Contact	Paul Large Director of Finance and Legal Services Oxford Brookes University Gipsy Lane Campus Gipsy Lane Headington OXFORD OX3 0BP tel 01865 483080

Aims and objectives

The primary aim of the merger is to create a centre of excellence for provision of teacher training and associated courses, to be known as Oxford Brookes University, Westminster Institute of Education. It will consolidate Oxford Brookes University (Brookes) school of education and Westminster College, Oxford (WCO) activity on a single site at Harcourt Hill, Oxford – the site now occupied by WCO which will be leased to Brookes by the Methodist Church. A further aim is that the resources released due to the more efficient operation of the combined schools will enable diversification into new programme areas. This will be aided by retention on the site of WCO's school of humanities and theology programmes. Integrating these programmes into Brookes' modular programme will further aid recruitment and diversification.

The secondary aim is the release of accommodation achieved by transferring Brookes' school of education to Harcourt Hill. This will enable Brookes to meet some of the demand for accommodation generated by its continued increase in student numbers. Approximately 1,200 square metres of accommodation will be released.

Programme of work

This project comprises four elements:

- a. Initial planning and analysis of the implications of merger, conducting legal and financial due diligence work and agreeing with the three parties (Brookes, WCO and the Methodist Church) the legal and constitutional changes required.
- b. Planning and implementing the managerial, organisational and practical changes required to make the merger work effectively.
- c. Planning and implementing the physical infrastructure changes necessary to relocate Brookes School of Education to Harcourt Hill, including: enlarging the library facilities; adapting accommodation to provide larger teaching rooms and staff offices; establishing communication links; and moving staff, furniture, equipment and library stocks to the Harcourt Hill site.
- d. Developing and implementing an academic plan for the new institute.

Project outcomes

The formal merger date was brought forward to 5 April 2000, rather than 1 August 2000 as originally planned.

Building and other infrastructure works commenced in April 2000 and all critical work was completed by September 2000. The Brookes' school of education transferred to the Harcourt Hill site from September 2000 and the whole site has operated as a fully integrated Institute of Education since then.

All of the elements of the initial project have now been concluded.

Middlesex University

Start date	November 2000 (Date of purchase of additional land)
Expected completion	Not yet confirmed.
Duration	Up to 10 years for the whole estate redevelopment project
Cost	Total project cost: estimated at about £60 million HEFCE grant: £4.0 million
R&CF criterion	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector
Contact	Annie Kent, Assistant Vice-Chancellor and Director of Finance Middlesex University Trent Park Campus Bramley Road LONDON N14 4YZ tel 020 8411 6700 fax 020 8449 0798 e-mail A.L.Kent@mdx.ac.uk

Aims and objectives

Middlesex University has reviewed its estate and determined a programme of development and consolidation to ensure that its campus structure meets the needs of its users and local community and offers scope for the regeneration of its local region.

The university currently has six main campuses across north London. It also operates from several hospital locations, and has a health campus owned jointly with UCL. The university intends to consolidate its presence onto three main sites, which will serve its Learning and Skills Council area of north London. The university will retain only the Trent Park, Hendon, and health and hospital locations, closing other main sites and three ancillary sites over the next few years.

The university will develop a new Lee Valley Campus at the heart of the Tottenham regeneration area, with the potential for 10,000 students and related accommodation and facilities. It is this element of the strategy that the funds from the Restructuring and Collaboration Fund have supported.

The strategy is set to provide the development of high quality key facilities at each main campus including learning resources.

Programme of work

The stages of the development are as follows:

- land assembly
- master planning
- planning permission
- funding guarantees

- site clearance
- phase 1 development, including student accommodation
- occupation
- phase 2 development.

The university is currently working towards the completion of land assembly. There are two sites that make up the new Lee Valley Campus: the GLS site, of about 12 acres, which has been purchased, and the Hale Wharf site of about 4.5 acres, currently owned by British Waterways, adjacent to the GLS site and separated from it by the river Lea.

The university is currently negotiating with British Waterways the basis of transfer of the Hale Wharf site to the university for development. This is likely to be on a long lease. Haringey council is working with the university to complete the transfer. The university has purchased one property on the site, known as the Heron Building.

The university has contracted with Masterplanners for the development of the site, and this work is ongoing. Work is continuing also in conjunction with Haringey council, which is undertaking an extensive review of regeneration of the area in which these sites are located.

Project outcomes

The outcomes of the project will be:

- a. A major university campus development for the future.
- b. A general campus providing learning opportunities for up to 10,000 student places, some of which will be taken from current campuses as these are relocated, together with growth in continuing professional development and overseas student recruitment.
- c. The provision of high quality facilities to meet the needs of the learning community, based on flexible delivery, and meeting social and recreational needs as well as learning needs.
- d. The provision of closely associated high quality, networked student accommodation of up to 2,000 places.

National project: Committee of University Chairmen

Start date	April 2000
Expected completion	March 2003
Duration	Three years
Cost	HEFCE grant: £105,000 (£35,000 per year)
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr D E Fletcher Secretary Committee of University Chairmen Firth Court University of Sheffield Western Bank SHEFFIELD S10 2TN tel 01142 221101 fax 01142 768174 e-mail h.e.frost@shef.ac.uk

Aims and objectives

The aim of the project is to further the development of lay governors. This has been tackled in the following ways.

Governor development

The Committee of University Chairmen established its Governor Training Programme in 1999-2000.

As a result of the Dearing and Nolan Reviews, which led to reviews of corporate governance systems in the HE sector, the important role of lay governors has been highlighted. There is increasingly a need to ensure that they receive induction training and more specialised updating on activities relevant to the HE sector, particularly when the new systems of governance prescribe limits on the term of appointment which has led to a higher rate of turnover in membership.

Whilst most universities operate in-house training programmes for their governors, there is a need for a national programme to supplement these, using keynote speakers including those from Universities UK, HEFCE, DfEE, who might not otherwise be available. The programme is offered in the form of two-day residential programmes, enhancing the opportunities for governors from different parts of the sector to meet and exchange experiences, and some one-day programmes.

The programmes aimed at relatively new governors cover governance, finance, estates and human resource matters in a more general way, whilst those for the more experienced concentrate on specialised aspects of the work of a governing body.

Whilst this training programme is expected to be self-financing, the HEFCE has made available a pump-priming fund on which CUC may draw as it is being established.

Newsletter

An additional means of enhancing the understanding of governors about the HE sector is the introduction of a CUC newsletter, containing articles about key issues and events.

Programme of work

Governor development programme:

- a. In 1999-2000 a residential induction seminar and two specialised seminars were held covering the role of audit committees and managing the estate.
- b. In 2000-01 three specialised seminars covering indicators of financial health, financial management and management of the estate are being held. These are in addition to a residential induction seminar and refresher seminar.
- c. In 2001-02 a specialised seminar is planned on university strategy. The remainder of the programme is still subject to approval, but is expected to include another induction seminar.

All programmes are based on presentations by experts drawn from within the HE sector, HEFCE and, where appropriate, other external organisations.

Newsletter:

- The first edition was published in July 2000, and the second and third have now been produced.
- Three editions per year are planned, in April, July and December.

Project outcomes

The outcomes to date are:

- a. Governor development programme – the seminars have been well-received and there has been a reasonable level of uptake. The CUC governor development group and chairman's executive group are monitoring the position, *inter alia* through analysis of feedback from delegates. Now that the programme is under way, an overall picture of the level of demand for the different elements of the programme, the nature of the presentations, and the frequency at which regular components should be offered is emerging, on which future plans will be based.
- b. Newsletter – the CUC has established a newsletter steering group that reports to the chairman's executive group and has appointed an editor. The third issue was published in April 2001. Each institution receives an allocation of copies and a number have requested additional copies. It is planned to publish the newsletter on the web. In general the newsletter has been well received in institutions.

National project: Council of Church Colleges

Start date	1 January 2000
Expected completion	31 December 2003
Duration	Three years
Cost	HEFCE grant: £75,000 (£25,000 per year) The CCC is also supported through subscriptions from member colleges
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr Arthur Naylor Chairman, CCC St Mary's College Waldegrave Road TWICKENHAM TW2 6RX tel 020 8240 4118 e-mail coombse@smuc.ac.uk

Aims and objectives

To facilitate a collaborative network between the Church colleges, increasing their ability to respond to relevant policy matters and work together to enhance the quality of their work, especially in areas relating to mission, ethos and distinctiveness.

Programme of work

A second national conference will be held in September 2001 at St Mary's, Strawberry Hill. The conference is designed to bring together Principals and Governors, Heads of Theology and Heads of Education among whom there is potential for closer institutional and professional working relationships for mutual benefit. A particular focus of the conference is the final report of the Church of England's Church Schools Review Group.

The development officer is undertaking a mapping exercise on provision in Church colleges for theology and religious studies and on links between colleges, dioceses and theological colleges on ordination/ministerial training.

A collaborative foundation degree for classroom/teaching assistants designed to provide employment opportunities for classroom assistants, learning mentors, learning support assistants, classroom-based special needs support and residential special needs support will start in 2001-02. Five Church colleges, including Canterbury Christ Church University College as lead institution, will be involved in this project.

Project outcomes to date

The report of the Development Officer on his interviews with heads of Church colleges was circulated in June 2000.

A national conference was organised at Canterbury in September 2000 with over 80 delegates from Church colleges. The conference report, '*The Church Dimension in Higher Education: Proceedings of the national conference held at Canterbury, September 2000*' edited by James Arthur and Elizabeth Coombs was published in November 2000. A copy is available from the contact person.

A Church colleges web-site was launched in March 2001. The site at www.churchcolleges.org provides information about the work of the CCC, notice of events and publications, news from all the member colleges and links to all members as well as to other related Church and Higher Education sites.

A parliamentary reception will be held in November 2001 for members of both Houses of Parliament with an interest in Church colleges and for those MPs with Church colleges in their constituencies. This occasion will provide an opportunity to brief them on matters of importance; to give advance warning of issues which might need a concerted response; and to share in discussions about ways forward.

National project: Enhanced PhD

Start date	1 August 2000
Expected completion	31 July 2003
Duration	Three years
Cost	Total project cost: £2,123,400 HEFCE grant: £1,061,700
R&CF criteria	Collaborative arrangements between higher education institutions Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Major changes to the academic portfolio
Contact	Alison M V Rudzki Project Manager Hatters Castle 267 Henwood Road Tettenhall WOLVERHAMPTON WV6 8PL tel/fax 01902 744974 e-mail alison.rudzki@cwcom.net

Aims and objectives

Evidence has been mounting that many international PhD students and their sponsors prefer the US model for the PhD to the British model. This creates a risk that many PhD students will go to the US instead of Britain, going on to become senior university academics and business leaders who will influence generations of students to come. Graduates from today's British doctoral programmes are sometimes considered to be too specialist, except for research careers; and those who enter university teaching are sometimes criticised for being unable to teach outside their specialism. The UK PhD can be a lonely experience for some students.

The project is intended to combine innovatory and developmental elements with outcomes that will extend and enhance the UK offering. The new PhD route delivers a seamless programme and coherent framework, designed to lead to greater sponsor and student satisfaction. Unlike the more traditional doctorate, the enhanced PhD model combines a specific research project with a programme of formal coursework in the chosen subject area. This provides training in research and an opportunity to develop the personal qualities and advanced skills which are increasingly necessary to attract prospective employers.

Ten universities are represented in the project consortium:

University of Birmingham
University of Brighton
Brunel University
Cranfield University
Lancaster University
Loughborough University

UMIST

University of Newcastle upon Tyne

University of Nottingham

University of Sheffield.

The consortium has come together to develop a variant of the PhD capable of meeting the challenge outlined above. The immediate outcome has been developmental. It has introduced a new route to the PhD available from September 2001, across a broad range of subjects that:

- fully meets British PhD standards
- increases choice
- is highly attractive to significant numbers of overseas and home students
- meets the requirements of many sponsors.

The final outcome of the project is intended to be a demonstration of the success of the model such that all UK universities that have a major commitment to doctoral provision will wish to consider introducing similar PhD programmes.

Programme of work

- October-December 2000 – consortium steering group and working groups established in each university. Project manager appointed. Agreed a common framework. Subjects offered by each university agreed
- October 2000-March 2001 – New Route PhD programmes developed in each university and monitored by consortium steering group. Formal approval through university committees sought
- February 2001-ongoing – marketing and promotion drive
- September 2001 – first enhanced PhD routes started in various areas across each university
- September 2002 – new PhD routes introduced across each consortium university and second cohort admitted to existing schemes
- September 2003 – final meeting of consortium steering group but independent evaluation continues.

Project outcomes

In each university:

- the introduction of a new PhD route in several pathfinder subject areas by September 2001
- changes in academic offering, regulations and prospectus to accommodate this by spring 2001
- enrolment of students from September 2001
- systems in place from September 2001 to monitor student satisfaction at least annually and feed the results to steering group and the independent evaluators
- successful progression of students to completion with at least 10 per cent lower drop-out than in equivalent pathways

- increase in PhD registrations from overseas.

Collectively across the consortium:

- market research ongoing
- marketing and recruitment ongoing
- other universities encouraged to emulate the enhanced PhD from September 2002.

National project: e-University

Start date	April 2000
Expected completion	Summer 2001
Duration	12 months
Cost	Total project cost: £1,130,000 HEFCE grant: £1,130,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Alice Frost, e-university project manager HEFCE Northavon House BRISTOL BS16 1QD tel 0117 931 7101 fax 0117 931 7226 e-mail a.frost@hefce.ac.uk

Aims and objectives

The aim of this initial phase of the e-University project was to develop an effective and appropriate business model for the flagship provision of UK higher education online, both in the UK and overseas, and to implement the preferred business model whilst sharing risks with the private sector.

Programme of work

Phase 1: Develop the business model

This phase has covered the following main steps:

- set up a Steering Group representing the HE sector and the HE funding bodies to oversee the initial design phase of the project
- consult the HE sector about an initial model for the e-University concept, to get responses to the overall model which could inform further work
- commission consultants (PricewaterhouseCoopers) to develop a business model taking on board the views of the sector
- commission research into a range of aspects of the market for virtual learning and the e-tools available
- consult the sector on the business model developed.

Phase 2: Implement the business model

This second phase included the following main steps:

- to commission consultants, as phase 2 of the project, to take forward the business model towards incorporation and subsequent launch
- to prepare an initial outline business plan
- to identify potential private sector joint venture partners, through public advertisement
- to undertake discussions with potential partners through general briefings, and pursue negotiations with preferred candidates
- to appoint an interim management team for the e-University
- to develop the functional specification of the e-learning platform and technology services
- to invite proposals from all HEIs for pilot programmes which they wished to develop
- to invite nominations for, and appoint members to, the board of directors of the Holding Company and the Committee for Academic Quality
- to consult with, and inform, the HE sector at every stage.

Project outcomes

The main outcomes are:

- a. Publication of a detailed business model for the e-University in October 2000. The model was generally endorsed by HEIs as representing a potentially effective way of achieving the objectives.
- b. Compilation of extensive associated market analysis and reviews of technology and relevant services.
- c. Short-listing of potential private sector joint venture partners, for intensive negotiations.
- d. Preparation and progressive refinement of a business plan and a technological specification.
- e. Appointment of members of the Holding Company Board and the Committee for Academic Quality, prior to incorporation of the Holding Company.
- f. Selection of a short-list of pilot programmes for joint development between the e-University and HEIs.

National project: Higher Education and Research Opportunities

Start date	March 2000
Expected completion	September 2002
Duration	Two years, six months
Cost	HEFCE will provide £856,000 during this period, which represents 50 per cent of the costs of the project. The balance will be paid by the other funding partners.
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Roger Grinyer Corporate Communications HEFCE tel 0117 931 7307

Aims and objectives

HERO, which stands for Higher Education and Research Opportunities, was launched on 15 December 2000 as the internet gateway to the range of on-line information services offered by the higher education and research sectors in the United Kingdom.

This HE portal is owned and run by HERO Ltd, a not-for-profit company limited by guarantee, which represents a partnership of major HE organisations. The aim of the company is to provide the primary internet portal for UK higher education and research, and the natural entry point for a wide range of enquiries.

The HERO portal presents the many facets of UK higher education to audiences worldwide. The company aims to operate it as a showcase site with state-of-the art navigation and high quality content promoting UK higher education and research. The majority of content is held on institutions' web-sites which users can access through a structured database of pointers on the HERO site.

Ownership and management of HERO

HERO has been developed by the higher education funding bodies for England, Scotland, Wales and Northern Ireland, Universities UK, SCOP, the Research Councils, UCAS, TTA and the CSU. These bodies are members of HERO Ltd and are providing funding to the project. The new media company Epic has been appointed to design, launch and operate the service under contract.

Professor Tim O'Shea, Master of Birkbeck College, University of London, is Chairman of the Board of HERO Ltd. Christopher Harris is Executive Director, who works with a small team based in Newcastle. He can be contacted at christopher.harris@hero.ac.uk.

Programme of work

The HERO home page features a regularly changing output of news and current interest articles, showcasing the achievements of the whole of the sector and providing a strong incentive for users to return to the site. The majority of information on HERO is organised in six zones covering:

- studying – information and resources for potential and current students

- research – information and useful links for those involved in research or who want to know more about research
- business – information and useful links for employers
- inside HE – information, resources and sites of interest to staff working in HE
- culture and sport – features on cultural and sporting events and links to venues
- universities and colleges – national and regional maps providing links to higher education institutions, profiles and information about the services they provide.

Strategic review

The Board of HERO has set up a strategic review to determine the development, operation and funding of the service beyond September 2002. The review will take into account the development of the zones, future marketing of the service, the structure and staffing requirements, technical enhancements to the service, and the possible move towards a mixed economy model incorporating external income streams.

Project outcomes

The service will provide the following outcomes:

- a customer-focused single gateway to the wide range of services and opportunities offered by the UK higher education and research sector, providing a unique point of entry to resources which may currently not always be located by potential customers
- a portal design which will represent the current state of the art in information presentation, and which will be kept at the forefront of information design by an ongoing programme of investment and development
- a marketing strategy designed to position the portal as the leading gateway to the HE sector, opening up new target audiences and seeking to identify and fill gaps in information provision.

This will benefit the HE sector in the following ways:

- users will enjoy a high quality online experience, access to an authoritative and quality-controlled information source, better navigation and intelligent searching of HE material
- information providers will gain higher levels of interested visitors to their sites, extended marketing opportunities, and intelligent feedback about HERO's users and their requirements.
- the higher education sector will have a powerful marketing channel in the UK and overseas, and a new platform for increased collaboration by users and information providers.

National project: Higher Education Partnership for Sustainability

Start date	November 2000
Expected completion	December 2003
Duration	3 years 1 month
Cost	Total project cost: £1.3 million HEFCE grant: £600,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr Andy Johnston Project manager Forum for the Future 227a City Road LONDON EC1V 1JT tel 020 7477 7724 fax 020 7271 6268 e-mail a.johnston@forumforthefuture.org.uk

Aims and objectives

The aims of the Higher Education Partnership for Sustainability (HEPS) project are:

- to research and identify the major areas of sustainability as they impact on HEIs
- to develop policy and guidance on how to manage that impact
- to disseminate good practice throughout the sector.

It is expected that HEIs will use the results of the project and guidance to develop their own policy and practice relating to sustainability, and to create an awareness of the issues throughout the institution.

Programme of work

Eighteen higher education institutions are participating in the programme. They are:

University of Aberdeen
University of Birmingham
University of Brighton
University of Cambridge
Cardiff University
City University
Heriot-Watt University
Liverpool John Moores University
Loughborough University
Middlesex University
University of Newcastle upon Tyne

Queens University, Belfast
University of St Andrews
College of St Mark & St John
University of Salford
Sheffield Hallam University
University of Stirling
The Surrey Institute of Art & Design.

A full set of reviews at the 18 participating institutions has taken place, in order to establish the sustainability baseline. A partners' conference was held in June 2001 to feed back the results so far and identify the main areas where further work was desirable.

There are two types of work programme in the partnership, both developed from the outcomes of the Opening Sustainability Reviews, namely Capacity Building and Individual Work programme.

Capacity building

Capacity building events are made available to all members of the HEP. These are substantial exercises and some will be part of a larger initiative. The capacity building programme for 2001 covers the following areas.

- a. To raise awareness and spread good practice on the sustainability component of new buildings and refurbishment for HEIs.
- b. To embed sustainable development into the HE curriculum.
- c. To increase awareness among those responsible for procurement of sustainability issues and establish good practice.
- d. To deliver more sustainable travel patterns within partner institutions.
- e. To promote the understanding and implementation of green accounting issues for institutions that wish to pursue this option.

Individual work plans

The second type of work is individual projects at partner institutions. Subjects so far requested by partner universities are:

- senior management briefings on sustainable development
- staff awareness training
- energy management
- communications
- historic buildings
- strategic planning
- engaging students in the sustainable development debate
- water usage
- standards for sustainable universities.

Project outcomes

The main outcomes are:

- a. A system, specifically designed for higher education, for reporting on economic, social and environmental progress.
- b. Increased capacity for key people to implement sustainable solutions to HE strategic curricula and management issues.
- c. Improvement in a range of key sustainability measures such as emissions of greenhouse gases, generated waste, energy consumption and greener travel.

National project: Institute for Learning and Teaching

Start date	September 1998
Expected completion	Funding from HEFCE until July 2003; then the institute is expected to become self-funding
Duration	HEFCE funding of ILT from 1998-99 to 2002-03 inclusive
Cost	HEFCE contribution ¹ : 1998-99 £424,000 1999-2000 £697,715 2000-01 £572,000 2001-02 / 2002-03 £500,000 loan
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr Paul Clark ILT Genesis 3 Innovation Way York Science Park Heslington YORK YO10 5DQ tel 01904 434234

Aims and objectives

The Institute for Learning and Teaching (ILT) has been established with the support of all the UK funding bodies. It aims to: enhance the status of teaching in higher education; improve the quality of learning; support innovation in higher education; and set standards of good professional practice for its members.

Programme of work

The areas of activity in which the ILT is involved include:

- accreditation of institutional courses and programmes of staff development
- creation of direct routes to membership of the ILT through application by individuals
- development of a programme of continuing professional development for ILT members to allow them to demonstrate that they remain in good standing with the institute
- provision of targeted and useful information, educational materials and services to ILT members
- initiation of a programme of research promotion and dissemination

¹ The original HEFCE grant of £1.19 million was increased to £2.2 million during 1999-2000. The increase of £1.01 million was provided as part-grant, part-loan on a 50:50 basis. The loan will be repaid once ILT has a membership base of 30,000. Among other things, the increased funds will subsidise the costs of processing individual applications for membership, meet the costs of the additional resources required to meet the projected growth in membership, and enable research and dissemination activities to be undertaken.

- attraction, through the mechanisms of the first four points above and others, of a substantial section of the academic and learning support community as ILT members.

In addition, the ILT has been contracted, through HEFCE and other agencies, to undertake other activities, namely to:

- work closely with the Learning and Teaching Support Network (LTSN), particularly the Generic Centre, Technologies Centre and The Technology for Disabilities Information Service (TechDis)
- to manage the LTSN programme directorate and the Generic Centre
- to manage the National Teaching Fellowship Scheme.

Project outcomes

- Accreditation of institutional courses and/or programmes of staff development** – The ILT has established an accreditation scheme for programmes of staff development in HE teaching in HEIs. Accreditation of an HEI's programme provides successful students of the programme with a direct route to ILT membership. To date, 82 programmes have been accredited and a further 32 accreditation agreements are in progress. In addition, arrangements are being developed with professional and statutory bodies and other organisations to provide a direct route to ILT membership for HE practitioners with qualifications equivalent to an ILT accredited programme. The first of these is with the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC), which was agreed in June 2000. Negotiations with the British Psychological Society, the Central Council for Education and Training in Social Work (CCETSW) and the General Teaching Council (GTC) are in train. The total number of members accepted to the ILT through accredited routes as at 19 April 2001 was 1,905.
- Creation of direct routes to ILT membership through application by individuals** – Applications for membership can also be made by individuals through direct application to the ILT – known as 'initial entry for experienced staff'. Since its launch in October 1999, 2,925 members have been admitted via this route at 19 April 2001.
- Attraction of a substantial section of the academic and learning support community as ILT members** – At mid-April 2001 membership stands at 4,830. This is well ahead of projected figures for this period and represents an encouraging proportion of HE staff in a context where membership is voluntary and usually self-funded.
- Development of a CPD framework for ILT members** – The accreditation services section of the ILT is committed to developing processes of implementation and evaluation of continuing professional development (CPD). A consultation exercise on this was carried out in 2000. This has resulted in the establishment of a pilot project, which will involve up to 5 per cent of members, working in partnership with around 10 HEIs. The pilot project is due for completion by January 2002.
- Provision of information, educational materials and services to ILT members** – A range of services have been established for ILT members since its inception, including one-day workshops, the ILT's annual conference, an international refereed journal, a series of practitioner-orientated books and a thrice yearly newsletter. Increasingly one-day events are being replaced by regionally located members' forums. Additionally, since February 2001 members have had access to original commissioned material via the members-only access Members Resource Area (MRA). Together with the LTSN, the Generic Centre and other partners, the ILT is working to develop a substantial portal which will offer access to materials and data on learning and teaching in higher education.

- f. **Initiation of a programme of research promotion and dissemination** – Original material has been commissioned for the MRA, including a substantial section from key researchers on the scholarship of teaching. In addition, a scheme is being established by which members can apply for small grants to undertake activities including action research, the production of case studies and other joint interactions.
- g. **To host the LTSN Executive, LTSN Generic Centre, JISC Technologies Centre and JISC TechDis Service** – The LTSN programme was launched UK-wide in January 2000 when the 24 subject centres were established in UK HE institutions. Subsequently the LTSN Executive was established and co-located with the ILT in April 2000, with the Generic Centre following in September 2000. The JISC-funded Technologies Centre (from September 2000) and TechDis Service (from February 2001) are also co-located with the ILT.
- h. **Managing the 2000 National Teaching Fellowship Scheme (NTFS)** – The ILT, on behalf of HEFCE and the DHFETE in Northern Ireland, managed the highly successful first run of the individual strand of the TQEF initiative, the National Teaching Fellowship Scheme.

National project: Regional Contribution of Higher Education

Start date	March 2000
Expected completion	June 2001
Duration	15 months
Cost	HEFCE grant: £129,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr David Charles Centre for Urban and Regional Development Studies University of Newcastle NEWCASTLE UPON TYNE NE1 7RU tel 0191 222 8016 e-mail d.r.charles@ncl.ac.uk

Aims and objectives

The aims are:

- to map the current range of contributions which HE institutions make to their regions, including economic, social and cultural
- to improve awareness and understanding of those contributions, and provide a basis for identifying the scope for further development, within institutions, within HE regional consortia, and with regional partners
- to develop an improved methodology for assessing the impact of HEIs' regional activities.

Programme of work

The project is jointly sponsored by the HEFCE and Universities UK. It builds on the HEFCE Regional Profiles publications (HEFCE 99/27 and 00/38) and work previously commissioned by Universities UK from the Centre for Urban and Regional Development Studies (CURDS) on the regional impact of universities. A steering group was established, chaired by Professor Roderick Floud, Vice-Chancellor of London Guildhall University.

The project is working through the regional consortia of HE institutions. The main elements have been:

- to prepare, in consultation with regional consortia and RDAs, a template for collecting information on a consistent basis on the range of ways in which HE institutions contribute to their regions
- to commission each consortium to prepare a report using that template. The reports have then been edited to produce a consistent series by the CURDS project team
- to produce a national overview report on patterns and issues arising from the regional report
- to develop a methodology for assessing the impact of HEIs' regional activities through a benchmarking approach.

The project is taking account of work already done, for example, by RDAs to develop their regional skills action plans, and by HE institutions in developing their strategies in response to the HEFCE HEROBC programme.

Project outcomes

During 2000 the nine regional consortia were advised on the format of the regional reports, and contracts were issued for the collection of data and preparation of the reports. This effort was supported by seminars held in spring 2000, one in London and one in Leeds, to discuss the approach with representatives of regional consortia and RDAs, with a follow-up progress-chasing meeting in Leeds in August. The consortia were issued with a template for the collection of information, and in each case data was assembled from the consortium members and used for the preparation of a report. All reports were in draft form at the beginning of 2001. They were then edited and finalised for publication, in association with a national conference held in June 2001.

In parallel a benchmarking tool was prepared which can be used by individual HEIs to assess their performance and practices against a series of regional development processes. This tool uses standard benchmarking techniques, but is novel in the application of business practice to regional engagement. This was introduced to a group of potential users through a seminar in Newcastle in February 2001.

The project was advised by a steering group which held meetings in April and July 2000, with final meetings in January and February 2001.

The outcomes are the set of nine regional reports on the regional contribution of HE, with a national overview report, and the report on the benchmarking tool for assessing the regional contribution of an individual HE institution.