

University of North London

Start date	March 1999
Expected completion	December 2000
Duration	Two years
Cost	£1.3 million HEFCE grant: £910,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	John McParland University of North London 166/220 Holloway Road LONDON N7 8DB tel 020 7753 5187 e-mail j.mcparland@unl.ac.uk

Aims and objectives

The university aims to acquire land for the construction of a building that will house facilities for students studying science, computing and engineering. This building will not be 'stand-alone', but a major extension to an existing building, the Learning Centre. The site required is contiguous to the Learning Centre. It consists of three parcels of land owned by Railtrack, one large and two smaller ones, which would provide access to Holloway Road and Hornsey Road. A separate entrance is required to allow independent operation on some occasions without using the Learning Centre.

In addition to the Railtrack land there are two further contiguous sites: 31/33 Hornsey Road and 35-43 Hornsey Road, which the university is seeking to acquire.

Programme of work

The largest site has been acquired.

The university is still seeking two smaller sites from Railtrack and two other sites on the Hornsey Road. The acquisition of the sites has become complicated by the proposed move of Arsenal FC to a site across the road. This has affected the local property market and introduced an element of uncertainty and volatility which has hindered further purchases.

Planning permission has been obtained for the new building.

Project outcomes

The largest site has been obtained from Railtrack.
Negotiations on the remaining sites continue.

University of Northumbria at Newcastle

Start date	30 April 2001
Expected completion	1 February 2002
Duration	Nine months
Cost	Total project cost: £2.94 million HEFCE grant: £1.35 million
R&CF criteria	Collaborative arrangements between higher education institutions Major changes to the academic portfolio
Contact	Trevor Thurlow – Estates Manager Sutherland House University of Northumbria Newcastle upon Tyne NE1 8ST tel 0191 227 3343 fax 0191 227 4548 e-mail trevor.thurlow@unn.ac.uk

Aims and objectives

This project aims to achieve the following:

- provide a purpose built Learning Resource Centre (LRC) with library, IT open access, large lecture theatre and seminar room facilities
- collaborate with other HE institutions in the Cumbria region in providing enhanced library reference facilities for the use of all HE students and the general public.

Programme of work

- November 2000 – Design completed and planning approval received
- February 2001 – Northumbria exchange contracts for the purchase of the Milbourne Street site, and execute construction contract to construct LRC
- April 2001 – Site becomes available; Northumbria complete sale and purchase of Milbourne Street site, and construction works commence
- February 2002 – LRC construction works complete; fit-out and commissioning.

Project outcomes

The intended outcomes are:

- a. To deliver a purpose-built Learning Resources Centre to enhance the university's current facilities in accord with its academic development plan and its strategic objective to increase its student numbers for the Carlisle operation from the current level of 515 FTEs to 1,000 FTEs by academic year 2002-03.
- b. To deliver enhanced library access facilities to students of all HE institutions within Cumbria and the general public.
- c. To release space within current campus buildings at Paternoster Row for provision of additional teaching space.

Regional consortium project: Association of Universities of the East of England

Start date	Association established as a company limited by guarantee in 2000
Expected completion	Ongoing project
Duration	Continuous
Cost	HEFCE grant £25,000 a year for three years from 2000-01, to be reviewed after year 3
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor David Bridges Executive Director Association of Universities of the East of England EEDA Compass House Chivers Way Histon CAMBRIDGE CB4 9ZR tel 01223 713908 fax 01223 713940 e-mail auee@eeda.org.uk

Aims and objectives

Eight universities in the East of England region, the Open University in East Anglia, and the three HEFCE-funded higher education institutions in the region established the Association of Universities of the East of England (AUEE). Its purpose is to promote collaboration, partnership, focus and appropriate shared practice, so as to benefit the economic, social and cultural well-being of the region.

The agreed aims and objectives of the association concern:

- a. **Knowledge transfer:** The AUEE will support its member institutions in developing:
 - the means by which the knowledge and skills of their staff are made more accessible to business and public and private sector services in the region
 - the means by which developments in higher education based science and technology can be the source for new developments in established companies and the basis for the creation of new enterprises.

- b. **Widening participation:** AUEE will support its member institutions in widening access to HE provision in the Eastern region, including:
 - securing additional student places in the region's HE institutions
 - extending outreach activity by the universities and colleges
 - building up HE provision and means of access to it in parts of the region which are under-provided

- improving opportunities for credit accumulation and transfer, and ease of progression between member institutions and between the FE and HE sectors.
- c. **Influencing the new regional politics:** AUEE will seek to ensure that the individual and collective voices of its member institutions are heard in appropriate settings in the emerging regional politics. It will encourage individual institutions to seek representation or will provide collective representation as appropriate.
- d. **Maximising the benefit from regional funds:** AUEE will help to keep member institutions informed of opportunities for accessing 'regional' funds from, in particular, the RDA, UK government departments and EC Regional Funds, and, where appropriate, facilitate combinations of regional universities in bidding for these funds.

Programme of work

A constitution has been agreed and both a steering committee and board established, both of which have now met on a number of occasions. In addition to the executive director, an administrator has been appointed to assist with the day-to-day business and concerns of the association. A web-site and a prospectus advertising the scope and function of the association will be issued.

Funding for a range of projects was successfully bid for from the RDA, and work has begun on all of them. Additionally the association took a role in the regional consortium bid for the new foundation degree, as well as taking on the secretariat responsibilities for the Regional Higher Education Forum (HEF).

Project outcomes

Completed projects:

- Regional Foundation Degree Consortium bid
- East of England HEFCE Review of Research Consultation
- AUEE/East of England Development Agency (EEDA) Strategy Refresh meeting
- AUEE office now base for HEF Secretariat.

Approved projects under way:

- Six EEDA Skills Development Fund-approved projects, including work on: profiling and employability, launching the successful foundation degree programmes, clusters, HE research (and its correlation to the EEDA Skills Agenda), HE provision in the east of England, and work on the AUEE prospectus
- Regional consultation on the future of qualifying training in social work
- AUEE web-site.

Consortium of Art & Design Institutions in Southern England

Start date	February 1999
Completion	Completion of HEFCE funding in March 2001, but partnership planned to continue thereafter
Duration	HEFCE funding planned to last three years; thereafter project to run on self-funded basis
Cost	HEFCE grant: £75,000: 1998-99 £30,000 1999-2000 £22,500 2000-01 £22,500
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Bethan O'Neil CADISE Administrative Director The Surrey Institute of Art & Design, University College Falkner Road FARNHAM GU9 7DS tel 01252 892701

Aims and objectives

The Consortium of Art & Design Institutions in Southern England (CADISE) aims to:

- offer a representative voice for specialist providers of art, design and communication studies within the region
- seek mutual benefit through the increased stability and enhanced opportunities available through larger critical mass
- develop a coherent range of academic opportunities within the region
- extend links with industry to provide specialist services and training opportunities
- maintain diversity of provision within the sector
- promote the recognition and reputation of individual institutions as specialist providers of education in art, design and communication.

HEFCE funding has assisted the formation of the first dedicated subject-based consortium in the arts, design and communication areas, which is expected to continue and benefit from collaboration after funding has ended. A formal agreement detailing the commitment to mutually beneficial collaborative practices was signed in May 1999 and updated in 2001 as the consortium expanded to include new members. CADISE is maturing rapidly and has already attained a national profile. It comprises: The Arts Institute at Bournemouth, Central School of Speech and Drama, Kent Institute of Art & Design, Ravensbourne College of Design and Communication, The Surrey Institute of Art & Design, University College, Trinity College of Music and Wimbledon School of Art.

Sub-project 1: Creative learning futures: Delivering training opportunities to small and medium sized enterprises (SMEs) in the creative industries

Start date	April 1999
Expected completion	April 2000
Duration	12 months
Cost	HEFCE grant: £20,000
R&CF criterion	Collaborative arrangements between higher education institutions

Aims and objectives

Creative Learning Futures is a research project to investigate the training and training delivery needs of SMEs and the self-employed in the creative art and design and media communication industries, in the South and South-East regions.

Programme of work

There are five main elements:

- to map current education and training activity within creative/media communications industries, small companies and freelancers in the South-East region
- to map current and future needs for developing learning opportunities for that sector
- to identify areas where training and education provision is low
- to identify main barriers and specific regional industry factors which are hindering the self-employed, employers and employees from participating in education and training activity within the sector
- to explore the suitability of alternative forms of learning which encourage participation within the group, for example, distance and open learning, and employee and freelance development schemes.

Project outcomes

Consultations with all the leading industry bodies, National Training Organisations and Enterprise Councils and a survey of some 1,800 creative professionals, identified existing provision and increased training provision in the Creative Industry sector. A final report entitled '*Creative Learning Futures: Survey of Creative Professionals*' maps each sector's specific training needs, barriers to training uptake, and preferred training delivery. Publications from this project can be accessed through the CADISE web-site.

Copies of the final report have been distributed to all regional bodies that have an interest in the creative industries and to the Department of Culture, Media and Sport.

Sub-project 2: Pathways project

Start date	April 1999
Expected completion	31 March 2000 – completion of outcome 1 and submission of interim report 31 July 2000 – completion of outcome 2 and submission of full report
Duration	15 months (April 1999 to July 2000), academic years 1998-99 and 1999-2000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Kate Wilson Ravensbourne College of Design and Communication Walden Road CHISLEHURST BR7 5SN tel 020 8289 4900 e-mail k.wilson@rave.ac.uk

Aims and objectives

Contemporary youth culture emphasises activities that feature strongly in art, design and communication. Unfortunately school pupils are often unable to translate these experiences into education and career routes. For students from low socio-economic backgrounds, the need to determine the long-term career viability of further study in these disciplines is acute. It is critical that further and higher education provides information to pupils at the appropriate stage in their education, namely in the latter stages of GCSE and through the sixth form.

Partner institutions are already building links with local secondary schools. These aim to give prospective students a taste of the college environment, along with access to a wider skills base than is typically available in schools. The consortium wishes to extend these activities further into secondary schools.

Programme of work

There are three strands of activity:

- raise awareness among under-represented groups within the region of the subjects as potential areas for further and higher education and employment
- increase school pupils' recognition of the ways their GCSE, A-level or GNVQ study can prepare them for entry into FE/HE and employment in art, design and communication areas
- engage in outreach activity, involving undergraduate students working directly with pupils in selected local schools.

Project outcomes

Three projects have been carried out in partnership between HEI staff and students and local secondary school staff and pupils. Each project resulted in specific practical outcomes. A final project

report details the individual projects and presents a set of guidelines for future partnership outreach work. Details of the project and the report can be found on the CADISE web-site.

- Ravensbourne College worked with two local schools in the subject area of broadcasting involving undergraduate students in mentoring groups of school pupils in producing and recording a fashion show. The activities of the project are recorded as a CD-ROM designed to be used as part of the institution's future outreach activities.
- The Arts Institute at Bournemouth worked with a local school in the subject area of three-dimensional design involving undergraduate students in mentoring school pupils within the art and design curriculum. The activities of the project are recorded in a booklet to be used as part of the institution's future outreach activities.
- Wimbledon School of Art worked with a local school in the subject areas of Theatre Design and Sculpture involving undergraduate students in mentoring school pupils as they developed work for a public exhibition hosted by the school and by the College. Outcomes include an exhibition catalogue.

Regional consortium project: East Midlands Universities Association

Start date	1 August 1999
Expected completion	31 July 2002
Duration	Three years of HEFCE funding, but partnership planned to continue thereafter
Cost	Total HEFCE grant £75,000 (£25,000 per year) EMUA is also supported through subscriptions from the member institutions
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Jenny Smith Head of Office East Midlands Universities Association Regional Office Rutland Hall Loughborough University LOUGHBOROUGH LE11 3TU tel 01509 223443 e-mail j.l.smith@lboro.ac.uk

Aims and objectives

The aim of the association is to promote and facilitate co-operation among East Midlands universities and colleges, to the benefit of the region and these institutions. To achieve this aim, the association has the following key objectives:

- to act as a focal point for effective liaison and co-operation between the universities and key regional organisations, particularly the RDA
- to develop joint policies and approaches to regional agendas
- to promote co-operative activities between universities and colleges in the region and seek external funding to support these activities
- to promote and exhibit good practice in regional co-operation. To publicise the role of the HEIs and EMUA in these activities.

Programme of work

East Midlands Universities Association (EMUA) was established on 7 December 1998, with an inaugural meeting of vice-chancellors and principals of the region's 10 higher education institutions. The vice-chancellors and principals form the steering group which to date has met twice a year to drive policy and strategy. The executive committee, comprising nominated pro vice-chancellors and deputy principals, meets quarterly and directs the work of EMUA task groups.

With the assistance of the HEFCE grant, a full time EMUA project co-ordinator was appointed in November 1999.

To date EMUA has:

- a. Established an EMUA Office in Loughborough University with appropriate administrative and financial systems.
- b. Developed a structure to facilitate collaboration in areas identified by a scoping study. This has included setting up a number of task groups with representation from all member institutions, focusing on topics such as ICT, widening participation, HEROBC and European funding.
- c. Made progress in developing relationships with the RDA, Government Office and other regional bodies: EMUA/HEI representation has been achieved on many regional bodies; priorities for the contribution of universities to the region have been agreed with the RDA.
- d. Produced a corporate logo, EMUA publicity materials, and an exhibition stand which has been used at regional events to promote the role of HEIs in the region. Development of an EMUA web-site is under way.

A project officer (funded for one year by the RDA) and part-time office assistant will be appointed in 2001 to support the expanding activities of the association.

Future activities will include:

- an increase in frequency of steering committee meetings, from twice a year to quarterly
- establishment of a new task group focusing on the development of foundation degrees
- moving from policy and strategy to implementation of new activities developed by some of the task groups.

Project outcomes

Interim project outcomes include the completion of a scoping study, in consultation with all members of the association and relevant regional and national agencies. This outlines main areas for collaboration and research, and has resulted in the creation of a number of task groups to take forward identified projects.

EMUA has developed a five-year business plan which includes the exit strategy from the HEFCE grant. It is proposed that EMUA operations will be financed through increased subscriptions from the HEIs and project income generated primarily through the task groups.

Regional consortium project: London Higher Education Consortium

Start date	April 1999
Expected completion	March 2002
Duration	Three years
Cost	£112,500 (HEFCE funding at £37,500 per year)
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	John Edmundson Executive Officer London Higher Education Consortium c/o London First Hobhouse Court LONDON SW1Y 4HH tel 020 7665 1510 fax 020 7665 1537 e-mail jedmundson@london-first.co.uk

Aims and objectives

The London Higher Education Consortium (LHEC) was formed to represent all the HEFCE-funded institutions within the orbit of the M25 around Greater London (and such other degree-awarding institutions as may be admitted by agreement of the members). London is unique within the United Kingdom for the number and diversity of higher education institutions. Some 40 HEIs are members of the consortium.

With the creation in 2000 of a new mayor and assembly for Greater London and connected executive agencies, including the London Development Agency (LDA), the HE sector helps to make a distinctive contribution to the competitiveness and cultural richness of the London region.

The consortium has four main functions:

- working with the new government structures in London
- a forum where heads of institutions discuss matters of common interest
- support for the business sector in the region
- working closely with the FE sector in London.

Programme of work

During 2000, the consortium undertook the following:

- a. Elected a convenor (Professor Roderick Floud, Provost, London Guildhall University), and a steering group representing: the University of London; the other universities in London; and all other eligible colleges and institutions.

- b. Had a formal launch in March by Lord Marshall of Knightsbridge at Senate House, University of London to publicise the theme 'improving the partnership between higher education and business' among the principal agencies and opinion-formers in the capital.
- c. LHEC's convener has observer status on the Board of the LDA and LHEC has been named as a major partner in the LDA's Economic Development Strategy.
- d. Made a successful bid on behalf of all members, and in partnership with London First, for HEROBC funding. This will accelerate key components of the regional innovation and knowledge transfer strategy, encourage the growth of appropriate regional and sub-regional networks, and thereby help *all* institutions to be more directly engaged with the business communities of the region.
- e. Established regular meetings with the FE sector through the London HE/FE Partnership through which senior representatives of both sectors can examine issues of common interest, such as the evolving regional structures.
- f. Worked closely with those HEIs and colleges active in London First on such matters as overseas HE/business relationships and student accommodation in London.
- g. Arranged a meeting with the Mayor to present to him the key role of the higher education institutions in the life and the future of London.
- h. Sponsored studies in engineering and modern languages.
- i. Set up a working group on legal services.
- j. Prepared HE's response to the LDA's economic development strategy.
- k. Initiated and provided administrative support for the production of the London area report on the contribution of HE to the regions (see separate entry for that project in this publication).
- l. Established liaison with pan-London groups and organisations concerned with:
 - i Purchasing – the London University Purchasing Consortium.
 - ii The Mayor's office in Brussels.
 - iii Library and Information Services – the M25 group.
 - iv Small Business Services – London Business Link.

Project outcomes

The activities listed above have been managed by the post-16 education unit in London First, working to a service level agreement between London Guildhall University, the HEI that receives the LHEC's funding, and London First. Over the next two years, the work will be dominated by the new government structures pan-London and sub-regionally, and by:

- demonstrating improvements to the relationship between the HE sector and business and wider community interests
- increasing recognition of the global competition against which clusters as strong as that in London have to remain competitive.

Regional consortium project: London Review of Engineering

Start date	January 2000
Expected completion	April 2001
Lead HEI	City University
Duration	Four years; funding from the HEFCE is for three years
Cost	HEFCE grant: £25,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor David Rhind Vice-Chancellor City University Northampton Square LONDON EC1V 0HB tel 020 7477 8000 fax 020 7477 8560

Aims and objectives

The review of engineering in London had its origins in discussions between several London vice-chancellors and the near-simultaneous letter to universities from the HEFCE Chief Executive asking about the likely future of engineering nationally and regionally.

The review aims to provide answers to the following questions:

- a. What is the actual situation regarding education, training and recruitment of engineers in higher education institutions in London and how does it vary between different branches of engineering?
- b. How are the results likely to influence provision of engineering higher education in London?
- c. What opportunities are there to support engineering provision in London through higher education institutions acting collaboratively?

Programme of work

The programme of work is as follows:

- a. A group was set up with membership of deans of engineering from each institution.
- b. A respected engineering academic was appointed as project manager, to have private bilateral discussions with various key stakeholders to tease out areas of likely conflict. He was also remitted to obtain and analyse relevant statistics and other information on applicants to courses, students, staff and existing infrastructure.
- c. The group held a series of meetings at different university venues across London to shape the study, agree the information required and discuss statistics and trends.
- d. The group, supported by the project manager, created a draft report for review by the vice-chancellors concerned.

- e. The group is producing two reports – a detailed version for use by the relevant higher education institutions and a summary report that may be issued more widely since some of the issues are national.

Project outcomes

It is expected that the review will help:

- clarify the individual niche positions of engineering within London higher education institutions
- foster mutually beneficial collaboration wherever possible
- act as a clearing-house for ideas
- enable future individual and collaborative plans for engineering provision in London to be considered within a corporate framework.

Regional consortium project: Universities for the North East

Start date	21 February 2000
Expected completion	February 2003
Duration	Three years
Cost	Total project cost: £117,434 for the first year; to be reviewed annually Total HEFCE grant £25,000 per year for three years
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Alan Sanderson Universities for the North East Office 1 Hylton Park Wessington Way SUNDERLAND SR5 3HD tel 0191 516 4403

Aims and objectives

The HEFCE-funded activities are a consolidation and expansion of existing activity.

Higher Education Support for Industry in the North (HESIN) was a consortium of the Universities of Durham, Newcastle, Northumbria at Newcastle, Sunderland and Teesside, and the Open University in the North. It has been undertaking collaborative activities for around 17 years, most commonly in the areas of industrial liaison and technology transfer. It had recently restructured through the formation of a Board, comprising the vice-chancellors of the campus institutions and the chair and deputy chair of the existing executive committee, and renamed 'Universities for the North East' (unis4ne).

The new organisation has incorporated and continued the activities of HESIN, but will seek to expand its remit in line with regional and national priorities. This will include consolidation of activities in technology transfer and industrial liaison, continuing education and training, European funding and projects, and environmental programmes. In addition, the organisation will seek to expand, embed and continue to implement collaborative activities in the specific areas of widening participation and a regional credit accumulation and transfer scheme.

More generally, the Board has given undertakings to seek to implement collaborative activities in sport, culture/arts and heritage, tourism and leisure, and other areas where such collaboration can demonstrate added value and contribute to the economic and social regeneration of the North East region.

Programme of work

Unis4ne operates through the formation of ad hoc or dedicated standing committees to explore, identify funding for, implement and monitor collaborative actions, usually in the form of specific projects or initiatives, in areas where working together can demonstrate added value.

The HEFCE funding will facilitate the appointment of an administrator, whose functions will include:

- supporting the activities of the existing Continuing Education and Training Committee and the Widening Participation and Credit for Lifelong Learning projects
- supporting the activities of the Knowledge House Business Development and Training Manager in the brokerage of training needs analysis and the subsequent delivery of vocational training for staff of regional small to medium-sized enterprises
- supporting and co-ordinating joint activities and liaison with partner organisations such as Training and Enterprise Councils, FE colleges, the Government Office for the North East, and liaison with the RDA once the regional economic strategy is finalised and the deployment of the regional Skills Development Fund decided.

Project outcomes

Indicators of success would be:

- effective conclusion and implementation of the recommendations of the ongoing projects identified above (especially the integration of current activities into the mainstream of member institutions' activities)
- successful communication and co-ordination of activities with our partners in other sectors
- instigation of new projects where collaborative activity enhances the outcomes and has a multiplier or added value effect.

Project outcomes to date

As stated above the funding is deployed in the provision of administrative support for a range of activities undertaken by Universities for the North East. The administrator has been in post since 21 February 2000. She supports the work of both thematic and project committees as indicated below. All of these groups have representation from all member HEIs and in some instances also from external partners.

Business and Enterprise Committee – the main activities of this group are in knowledge transfer and exploitation issues. The committee provides steering and guidance to the Unis4ne Knowledge House project and has been heavily involved with the regional Science Enterprise Challenge proposal, the establishment of a seed capital fund for exploitation of spin-out opportunities from member universities and in the development of the Regional Innovation Action Plan (one of the plans flowing from the Regional Economic Strategy developed in partnership with the RDA).

The committee provides a vehicle for collaborative action in relation to a range of HEROBC-type activities. The areas identified for action include a regional continuing professional development framework for staff involved in HEROBC activities and developing common approaches to data collection and dissemination.

European Committee – this committee provides the bulk of the HE input to the development of the ESF programme and has been heavily involved with the development of the 2000-06 NE Objective 2 Single Programming Document for the Region. Other activities include the provision of a collaborative mechanism for actions under Objective 3 ESF programme and EU Framework V.

The committee is also active in the management of the current structural funding programme.

Skills Updating for Businesses Co-ordinators Committee – this project group is implementing marketing, brokerage and development activities relating to this Objective 3 ESF project. Previously we have developed and validated (at all member sites) a regional credit framework of Lifelong Learning Awards principally targeted at small businesses in the region. Initially piloted for human resource development training for personnel in small to medium-sized enterprises, the range of awards is being extended to include a wide range of skills development for small businesses.

Widening Participation Management and Steering Groups – In addition to supporting the meetings of these two groups, the administrator supports the day to day activities of the three members of widening participation (WP) project staff operating from the unis4ne office. The activities funded by the HEFCE WP special initiative take both institutional and regional forms. The latter is undertaken by staff at the unis4ne office, and involves both research and (international) best practice studies and the collation of monitoring returns for HEFCE.

Lifelong learning – the Continuing Education and Training Committee, supported by the administrator, has re-visited its Terms of Reference and has reformed as a Lifelong Learning Committee which is supporting the broad principles of lifelong learning through inter-institutional collaboration. The committee is responsible for the continuing development of the regional Lifelong Learning Awards.

Culture – in the light of recent developments in the cultural sector outwith HE in the region, the consortium has established a Cultural Committee to explore mechanisms by which HE can both contribute to and benefit from new initiatives such as the Gateshead Music Centre. The administrator will support the activities of this group. The consortium has bid successfully to the HEFCE Restructuring and Collaboration Fund for support for two posts at the GMC. One will be a performance tuition specialist working in the Centre and the other will be a HE Development Officer to facilitate collaborative activities.

Regional consortium project: North West Universities Association

Start date	1 August 1999
Expected completion	31 July 2002
Duration	Three years
Cost	HEFCE grant £75,000 (£25,000 per year); in addition NWUA is supported through subscriptions from individual member institutions
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Keith Burnley Executive Director North West Universities Association East Annexe, Town Hall WARRINGTON WA1 1UH tel 01925 442084 e-mail kburnley@warrington.gov.uk

Aims and objectives

The aims and objectives of the North West Universities Association (NWUA) are:

- to share experience and provide a forum for the discussion of issues common to its members
- to promote regional collaboration between members
- to support and inform the participation of members in regional agencies
- to recommend representatives for appointment to regional bodies
- to represent the region in Universities UK regional groups and similar bodies
- to develop regional collaboration with SCOP institutions and colleges belonging to the Association of Colleges
- to undertake other regional activities that are judged desirable by members.

Programme of work

NWUA has established an office base in Warrington with a small secretariat, shared with Higher Education North West (HENW, the organisation of HE colleges). An executive director was appointed on 1 August 1999, and is supported by a personal assistant (shared with HENW). The official launch of the association was on 27 March 2000 and was accompanied by a brochure outlining the regional contribution of higher education. A research officer took up post in September 2000.

The organisational structure has been established:

- NWUA board, comprising the vice-chancellors/principals of member institutions, meets six times a year and deals with matters of strategy and policy
- NWUA management team advises the board and is the management body for the association. The institutional management team member (normally at pro vice-chancellor level) acts as the main contact between the association and individual institutions

- the three main operational groups, the NWUA Enterprise Group, the NWUA Learning and Teaching Strategy Group and the NWUA Research and Development Strategy Group, have been formed to advise the management team and to develop and run collaborative activity and projects
- additional operational groups have been established in the areas of health and marketing/public relations
- practitioner networks have been established for colleagues with responsibility for links with business, European programmes, public relations and international activity.

NWUA was awarded £550,000 under round one of HEROBC to establish a regional Knowledge and Skills Brokerage Service (SBS) to achieve the following:

- a. Build up a service to liaise between HE and SBS or individual companies where this is appropriate.
- b. Set up and launch a knowledge and skills brokerage web portal.

A project leader and an adviser on small to medium-sized enterprises have been appointed.

Project funding has been awarded by the North West Development Agency for the development of a collaborative 'master of enterprise' programme and for linking enterprise activity with schools.

NWUA has built partnerships with major bodies in the region including the RDA, the Regional Assembly, the regional chambers of commerce, regional Business Links, the North West Business Leadership Team and Government Office North West. Responses have been made to the regional strategy, regional skills strategy, regional innovation strategy and regional planning guidance consultations. Lead academics have been identified for each sector in the regional strategy to act as the hub of a network of institutional sectoral contacts. HE action plans have been developed in response to the regional strategy and regional skills strategy. The association together with HENW provides higher education input into the Objective 2 and 3 European programmes.

A concordat with the North West Regional Development Agency is under discussion. Relationships are being developed with the SBS and its New Business Links outlets. Links are being established with cultural representational bodies in the region and those bodies involved with the sustainability agenda.

Project outcomes

The NWUA has been established and is playing a leading role in the region, in particular in relation to the knowledge economy. After 18 months of operation the management team and Board are undertaking a major review of the structure and strategy of the association, which will be completed in the next six months.

Regional consortium project: Higher Education North-West

Start date	1 September 1999
Expected completion	31 December 2002
Duration	Three years three months
Cost	HEFCE grant: £75,000 (£25,000 per year) In addition HENW receives subscriptions from its members
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Dr R G Evans Executive Director HENW East Annexe Town Hall WARRINGTON WA1 1UH tel 01925 442033 e-mail richardevans@warrington.gov.uk

Aims and objectives

The aim is to establish and develop formal collaborative links between the non-university Higher Education Institutions in North-West England, in order to:

- support members in their individual and collective relationships with regional and national agencies
- recommend representatives of North-West HEIs for appointment to regional bodies
- share experience and provide a forum for the discussion of issues common to North-West HEIs
- undertake other regional activities that are judged desirable by members.

Programme of work

An office has been established in Warrington, close to the headquarters of the North West Development Agency (NWDA). The costs of the premises and services, consumables and some staff costs are shared between Higher Education North West (HENW) and the North West Universities Association (NWUA).

The main operational features of the project have been agreed:

- develop good working relations with NWUA
- establish formal organisational structures
- provide a two-way channel of communication with other regional bodies, especially NWDA, North West Regional Assembly (NWRA) and Government Office North West
- investigate and identify opportunities for collaborative action among members and, beyond them, with NWUA
- stimulate and maintain co-operation with other agencies, particularly the Association of Colleges

- promote higher education within the region.

A simple organisational structure has been agreed, with a Board composed of the principals of the member institutions, supported by ad-hoc working groups, several of which are joint HENW/NWUA activities. Working relations with NWUA are very good, with the executive directors sharing most of the representational and lobbying function for the sector as a whole. Effective links with other regional bodies are in place, and HENW/NWUA are consulted routinely on the whole range of regional issues. HENW and the NWUA coordinate the HE input to the EU Objective 2 and 3 programmes.

Project outcomes

Contributions have been made to consultations on the regional economic strategy, regional skills strategy, regional innovation strategy and regional planning guidance. HE representation on the NWDA sectoral networks has been coordinated. Of longer-term significance are the (developing) HE Action Plans in response to the regional economic strategy and the regional skills strategy. A concordat with the NWRA is under discussion. Significant input (led by NWUA) has been made to the case for the strengthening of the regional science base. This has already led to increased government funding for research based in HEIs.

Regional consortium project: Higher Education South-East

Start date	1 January 2000
Expected completion	31 December 2002
Duration	Three years
Cost	HEFCE grant: £112,500 £37,500 per year for three years.
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	John Weston Chief Executive Higher Education South East London Square Cross Lanes GUILDFORD GU1 1UN e-mail Johnweston@hese.ac.uk

Aims and objectives

Higher Education South East (HESE) was set up as a company limited by guarantee in September 1999 by the Universities of Surrey and Sussex to facilitate collaboration and networking between higher education institutions in the South-East region, focusing on their contribution to the region. All 17 universities and eight colleges of higher education with campuses in the region are members, paying a subscription proportional to their FTE student totals on those campuses. The University of Kingston and University of Surrey, Roehampton are associate members.

Programme of work

The programme of work is best summarised by HESE's business plan to be found on its web-site (www.hese.ac.uk). Completion of the targets set in the business plan is approximately 80 per cent as at May 2001.

The company has now recruited its full complement of staff as from February 2001 and these are:

- chief executive
- information and projects executive
- projects and support administrator.

Project outcomes

Short-term outcomes already achieved include:

- a regional profile of the involvement of higher education with business and the community in the South East. HESE will provide this and the inventory below as part of the output of the HEFCE-funded study on the contribution of HE to the regions (see separate project summary in this publication)
- an inventory of regional teaching and research strengths on database

- advocacy of the interests of the higher education sector with the South East England Development Agency and Government Office of the South East
- a web-site, brochure and four newsletters by e-mail to key staff with regional interests within the HESE membership
- an exchange of regional best practice conference for:
 - business managers appointed under HEFCE's HEROBC programme
 - administrators and academics responsible for projects under the European Social Fund scheme.

In the longer term the company is expected to enhance collaboration between HEIs in the region over a range of activities, and raise the profile of higher education both as a driver for economic development and as a major contributor to the economy of the South-East region.

Regional consortium project: Higher Education Regional Development Association – South-West

Start date	1 February 2000
Expected completion	31 January 2003
Duration	Three years
Cost	HEFCE grant: £75,000 (£25,000 per year) In addition, HERDA-SW is supported through subscriptions from the 12 member higher education institutions
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Sean Mackney Head of Secretariat HERDA Sterling House Dix's Field EXETER EX1 1QA tel 01392 229579 e-mail herda@southwestrda.co.uk

Aims and objectives

The aims of the Higher Education Regional Development Association – South-West (HERDA-SW) are:

- to extend higher education's contribution to sustainable regional development and competitiveness
- to influence and shape the social and economic agenda in the South-West region by appropriate joint action.

To achieve those aims, the association has the following objectives:

- to act as a focal point for effective liaison and co-operation between higher education institutions and key regional and sub-regional agencies
- to encourage HEIs to be active participants in the development and, where appropriate, delivery of key regional strategies
- to monitor the contribution that HEIs make to regional economic performance, benchmarking the contribution nationally and internationally and suggesting ways of optimising that contribution
- to promote good practice in co-operation and helping to publicise the role of HEIs in this activity
- to encourage the exploitation of the knowledge base of the region's HEIs
- to encourage wider collaborative activity between the region's HEIs where this is considered to be beneficial both collectively and individually
- to carry out such other activities as the association considers to be in furtherance of the objectives set out above.

Programme of work

HERDA-SW works through a structure comprising: a strategy board of heads of institutions, meeting twice yearly; an executive committee of senior institutional managers; a number of special interest groups focused on areas of particular significance in the region; and other affiliated committees and groups, reporting to the executive committee.

HEFCE funding has enabled HERDA-SW to establish a secretariat, comprising a head and administrative support officer, to facilitate the achievement of its aims and objectives.

During the period 2000-03 HERDA-SW will undertake activities to achieve the aims and objectives set out in its current strategic plan. These activities are identified in operational plans developed on an annual basis.

The aims identified in the strategic plan are:

- to influence and shape policy and strategy in relation to social and economic development to create opportunities for HE to make a greater contribution in the South-West
- to increase interactions with business for the mutual benefit of HE, business and the regional economy
- to develop the employability, and support the career and professional development, of students and graduates in the South-West
- to stimulate and meet a wider demand for higher education from groups under-represented in the student population
- to make a planned contribution to the sustainable economic regeneration of priority sub-regional areas in the South-West
- to create a regional ICT infrastructure which enables HE to expand and improve the support it provides for learning, research and wealth creation in the region
- to ensure policy- and decision-makers make full and proper use of available information and research in shaping the social and economic development of the South-West.

Project outcomes

Since the introduction of HEFCE funding, outcomes of association activity have included the following:

- won and launched the 'Fulcrum Programme', a HEROBC-funded regional initiative to provide professional development, information and network support to HE staff working in business relations functions
- held a regional residential conference 'HE Means Business' to showcase HEROBC-funded activity across the region and develop links between HE and regional partners
- agreed a three-year strategic plan – setting an agenda for HE's contribution to the South West
- begun implementing, with the South-West RDA, a joint action plan of activities for both parties in achievement of common objectives
- secured HE representation on key regional bodies and groups and established a selection and support system for regional HE representatives
- produced a report on the regional contribution of HE in the South-West as part of the national project on the contribution of HE to the regions.
- conducted an economic impact study of HE in the South-West.

Regional consortium project: West Midlands Higher Education Association

Start date	August 1999
Expected completion	July 2002
Duration	Three years
Cost	Total project cost: £183,000 HEFCE grant: £75,000 (£25,000 per year for three years)
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor J S Brooks Vice-Chancellor University of Wolverhampton Regional Office Wolverhampton Science Park Glaisher Drive WOLVERHAMPTON WV10 9RU tel 01902 824298 fax 01902 824228 e-mail Wmhea@wlv.ac.uk

Aims and objectives

To set up an association of HEIs in the West Midlands with the aims of:

- encouraging and supporting joint initiatives and developments
- providing a common forum for inter-institutional discussion of regional, national and international issues
- supporting a framework for curriculum development
- supporting research and development
- supporting economic and social regeneration.

The objectives of the association are to:

- act as a non-exclusive conduit for contact and communication between HEIs in the region; and to ensure all HEIs are aware of developments which might affect them
- promote the role and contribution of the sector in economic development in the region
- act as a single point of reference for HEIs in the region with which outside organisations, government departments and other bodies can communicate
- co-ordinate quick and comprehensive dissemination of information from outside organisations to HEIs in the region
- ensure that all HEIs within the region are aware of issues on which views and comments are being sought (both internally and externally)
- represent the sector where requested by the regional HEIs or Universities UK on working parties, information groups and similar for a response which requires a sectoral viewpoint

- provide a co-ordination and management role for activities undertaken by HEIs jointly on a regional basis.

Programme of work

- a. Establish association with a constitution, management group, officers, subscription mechanism, secretariat and external profile.
- b. Provide a forum for interchange of ideas between HEIs.
- c. Collaborate with external agencies in the development of regional policy.
- d. Review areas of the curriculum and subjects where there is a mismatch between supply and demand.
- e. Empower the association to make bids for funding to benefit all members, as well as the community at large.
- f. Provide a single access point or focus for HE activity in the region.
- g. Support regional regeneration.

Project outcomes

- October 1999 – Constitution approved. Chairman (Professor J Brooks) elected and diary of quarterly meetings agreed
- November 1999 – Location agreed. University of Wolverhampton approved as base for the association's activities
- February 2000 – Officers of Association appointed. Offices established in the Regional Office, University of Wolverhampton
- February-October 2000 – Association actively involved in development of regional economic strategic plans; participation in Rover Task Force developments
- March 2000 – HEROBC II bid submitted by association (ultimately successful)
- April 2000 – Management Group established (membership: pro vice-chancellors)
- June 2000 – Association establishes cross-institutional working groups to review widening participation, foundation degrees, engineering and languages. Association becomes board member and shareholder of West Midlands in Europe Office (in Brussels) in association with local authorities and RDA
- September 2000 – Association provides experts to advise Business Growth Task Groups within RDA
- November 2000 – Six proposals submitted by Association to Rover Task Force to support regeneration of automotive industry in region
- January 2001 – Web-site set up for further information on activities and reports.

Regional consortium project: Yorkshire and Humberside Universities Association

Start date	1 August 1998
Expected completion	31 July 2001
Duration	Three years
Cost	HEFCE grant £75,000 (£25,000 per year) The YHUA is also supported through subscriptions from member institutions and from project income
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Michael Noble Chief Executive Officer Yorkshire and Humberside Universities Association University House Cromer Terrace LEEDS LS2 9JT tel 0113 233 1582 fax 0113 233 1583 e-mail enquiries@yhua.ac.uk

Aims and objectives

To facilitate collaborative networking between higher education institutions in Yorkshire and Humberside, focusing on their contribution to the region.

Programme of work

During 2000 the Yorkshire and Humberside Universities Association (YHUA) completed a major restructuring exercise which has placed the organisation on a stronger footing for its developing role as the primary strategic partnership for higher education in the region. Membership of YHUA has been extended to include HE colleges in the region.

All YHUA activities are now undertaken under the auspices of the limited company. The YHUA Ltd. board has been reconstituted, with the vice-chancellors and principals as the directors, and the supporting YHUA committee structure has been streamlined. Additional staff have been recruited, including a new chief executive officer.

A three-year strategic plan has been drawn up as the culmination of this process, and has been formally adopted by the YHUA board. The mission statement and objectives for YHUA have been reformulated. Existing activities have been reviewed, and opportunities for new areas of collaborative activity have been explored, within the context of the regional and sub-regional agendas.

YHUA activities will be expanded to include responsibility for providing a focus for research undertaken in the region which is for and about the region. This will include the provision of a regional database of research expertise which will support the work of the RDA and Yorkshire Forward, and provide greater accessibility to the information for business and industry.

YHUA is now firmly established as one of the main representative bodies within the region. It is regularly consulted by other regional organisations, on behalf of the member institutions, on major regional policy issues. Close working relations have been established with the Government Office, Yorkshire Forward, and the regional chamber and assembly. For example, YHUA is a partner with these bodies in the formation and development of the Regional Intelligence Unit.

Several collaborative projects have continued, the major ones being:

- the Higher Level Skills Training Fund project (supported by the ESF)
- the regional Widening Participation project (funded by HEFCE)
- the regional HEROBC enterprise and innovation project in association with Yorkshire Forward (funded by HEFCE).

Work has commenced on a new collaborative project, financed by Yorkshire Forward's Skills Development Fund, to undertake further work in the region on the development of higher level skills in support of the regional economic strategy. YHUA has also bid successfully for further ESF Objective 3 money for projects commencing in January 2001.

Project outcomes

Overall, the profile of YHUA (and therefore of higher education as a whole) within the region has been broadened and improved. The collaboration and co-operation between the institutions fostered by YHUA is seen as a significant strength for the region.

The HEFCE funding has enabled this work to proceed at a faster pace than would otherwise have been the case. It has also signalled to the institutions and to other regional bodies the importance of effective regional collaboration.

HEFCE funding has provided a platform for the development of the three-year YHUA strategic plan and the associated financial projections. These indicate that, once this funding has ended, YHUA will be able to operate an extended range of activities on a self-financing basis. Future YHUA activities will be clearly targeted and focused, and embedded within the activities of the individual HEIs.

College of Ripon and York St John

Start date	Construction starts January 2002
Expected completion	Occupation by July 2003
Duration	One year seven months
Cost	Total project capital cost: £8.2 million (both land and buildings) HEFCE grant: £3.4 million (£3 million capital, £0.4 million revenue) 2000-01 £540,000 2001-02 £1,370,000 2002-03 £1,490,000
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
Contact	Professor William A Wardle Deputy Principal The College of Ripon and York St John Lord Mayor's Walk YORK YO31 7EX tel 01904 716604 fax 01904 670622 e-mail w.wardle@ucrysj.ac.uk

Aims and objectives

The aim is to construct a learning centre on the Lord Mayor's Walk campus, to be a significant agent of change both within the college and amongst its partners and to provide a focus for achieving the objectives set out in the college's learning and teaching strategy. This is a central part of the strategic rationalisation of the College, withdrawing from its previous Ripon campus, and consolidating in York.

The objectives of the project are to:

- widen access
- encourage new modes of learning
- provide a supportive and flexible learning environment
- exploit the capabilities of ICT to the full in support of networked learning
- provide a community resource contributing to local and sub-regional collaboration with other HE providers.

Programme of work

- April 2000 – Submit formal offer to City of York Council to acquire the coach park site
- November 2000 – Formal City of York Council decision received to sell the coach park to the college. Submit detailed planning application

- March 2001 – Obtain detailed planning consent for the learning centre. Commence design and build contractor selection
- January 2002 – Commence construction
- April 2003 – Complete construction
- July 2003 – Complete migration.

Project outcomes

This project is addressing a number of key issues:

- integration of ICT into the curriculum and management of student learning
- the redefinition of academic and academic support staff roles
- an exemplar of local/sub-regional partnership for a collaborative HE strategy
- development of the learning centre as a local/sub-regional resource.

The college intends to disseminate information about its experience of the implementation process and the achievement of the project outcomes through a series of targeted events including a conference, seminars and publications.

Royal Academy of Music

Start date	July 1999
Expected completion	July 2002
Duration	Three years
Cost	Total project cost: £6,630,000 HEFCE grant (repayable): £2,000,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Jan Whitehouse Director of Finance & Personnel Royal Academy of Music Marylebone Road LONDON NW1 5HT tel 020 7873 7360 fax 020 7873 7342 e-mail j.whitehouse@ram.ac.uk

Aims and objectives

The aim of the York Gate project is to enhance the Royal Academy's educational programmes and the facilities required to support them. The expansion will allow the development of collaboration with other HEIs in the UK and abroad, and will improve public access to the Royal Academy, its historic collections and related activities.

The specific objectives are to:

- assure the conservation of the Royal Academy's historic collection as aids to its teaching, education and research programmes
- create a 'living museum' which will enhance and dovetail with the main educational mission of the Royal Academy
- improve library facilities by providing space for the Special Collection and archives
- create IT facilities and specialised workshops which will enable collaboration with other HEIs that have instrument collections
- create a recital hall to support all the above initiatives
- achieve maximum possible integration of the various buildings of the Royal Academy
- provide room for expansion.

Programme of work

The work will be undertaken in three main stages:

- Stage one: Refurbishment of York Gate, from July 1999 to March 2000
- Stage two: Creation of a 'living museum', from May 2000 to September 2001
- Stage three: Construction of recital hall, from July 2000 to August 2001.

Project outcomes

The refurbishment of York Gate commenced in July 1999, and occupation of the newly refurbished building took place during April 2000. The building provides much-needed teaching and practice space, dedicated spaces for the special manuscripts and archives, extra library and reading room spaces, and a museum which will house the Royal Academy's historic collections. All will be used to aid teaching, education and research programmes.

Fitting out the museum will involve the construction of highly specialised case-work and the development of graphics and text required for permanent and temporary displays.

The final stage is the construction of a recital hall between the York Gate and main building, with all three buildings linked at basement level. The creation of the recital hall will enable all new educational initiatives to be developed and supported.

University of Salford

Start date	1 August 1999
Expected completion	31 July 2002
Duration	Three years
Cost	£3.8 million HEFCE contribution: £1.876 million 1999-2000 £479,000 2000-01 £1,144,000 2001-02 £65,000 2002-03 £187,000
R&CF criterion	Structural realignments within institutions
Contact	Peter McCann Director of Planning The University of Salford SALFORD M5 4WT tel 0161 295 5234 e-mail p.r.mccann@salford.ac.uk

Aims and objectives

The aims of the project are:

- to re-structure and re-position science and engineering at Salford to meet changing demand from students, employers and other customers
- to enhance industrial links in science and engineering
- to strengthen enterprise and entrepreneurial skills in the university
- to widen access to teaching and learning programmes.

Programme of work

The first stage of the project was to restructure the university's science and engineering activities, in the context of a university-wide academic restructuring undertaken in 1998-99 and implemented from 1 August 1999. The work included physical moves and improvements to the estate to support the academic restructuring.

Along with the organisational changes, new academic appointments have been made in key areas of science and engineering. The new appointments will accelerate the development of new activities aimed at meeting changing student demand and widening access, and building on the university's existing partnerships with industry.

Project outcomes

Since the re-structuring and with the new academic appointments, one new BSc (Hons) course has been successfully launched by the school of acoustics and electrical engineering. The course attracted an initial intake of 21 students. Six further undergraduate courses are being launched in

2001 by the school of science, and three new MSc courses are being launched by the schools of science and acoustics and electrical engineering, each with options for full-time, part-time and distance learning.

An innovation forum, aimed at transferring the university's advanced innovative and technological skills to business and industry, including regional businesses, is in the early stages of establishment. Much of the development work is being co-ordinated by the new chair of innovation and technology strategy. The postholder took up duty on 1 August 2000.

School of Slavonic and East European Studies

Start date	1 August 1997
Expected completion	31 December 2000
Duration	Three years
Cost	HEFCE grant: £496,577 1997-98 £134,480 1998-99 £139,968 1999-2000 £222,129
R&CF criterion	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector
Contact	Professor Michael Branch School of Slavonic and East European Studies Senate House Malet Street LONDON tel 020 7862 8511 e-mail m.branch@ssees.ac.uk

Aims and objectives

The School of Slavonic and East European Studies (SSEES) undertook a three-year programme of restructuring to set up a language unit within the Department of East European Languages and Culture. The four main tasks of the unit were:

- to provide high-quality on-site language teaching by specialist tutors and the necessary supporting learning facilities for academic purposes
- to facilitate language teaching and language learning in other UK institutions through outreach and distance learning
- to develop innovative resources in support of language teaching and language learning, including provision of computer-based self-study and assessment in language learning
- to manage students' periods of study abroad to activate the use of language and develop cultural fluency.

Programme of work

To achieve the aims of the project, the school had to reorganise the work and structure of the department of East European Languages and Culture. This required a fundamental revision of the degree programmes offered by the department, and a reorganisation of academic staff into two groups:

- dedicated language teachers in a Language Unit (with contracts tailored to reflect student demand)
- non-language teachers who would continue teaching the complementary cultural or literary studies subjects and pursue research in their specialist area (such as literature, anthropology or history) and make a contribution to language teaching within their competence and as required.

Project outcomes

The merger with University College London on 1 August 1999 brought new opportunities for teaching and course development. It also increased technical support for enabling computer-aided learning. The new degree scheme started in 1999-2000, introduced language provision on a 4 + 2 model: four hours of contact teaching time and two hours of structured open-access self-study per week (to include video and computer-assisted language learning materials developed for the purpose). The new Language Level 1 and 2 courses were taught for the first time in 1999-2000; Language Level 3 courses were introduced in 2000-01. In the new degree programme, language teachers follow a generic course structure with specific aims and objectives for each Language Level. This ensures a common set of learning outcomes across all the languages taught. Tutor-led classes are supported by structured self-study assignments. Since 1999-2000 self-study has been mainly based on video coursework and satellite recordings produced in-house using contemporary materials (for example, news bulletins, documentaries), or items from the rapidly expanding SSEES collection of foreign-language films. Internet resources were also used. Self-access provision was further extended to attain the planned 3 + 3 model in 2000-01.

Another major area of development has been the provision of graded Reading Courses (1 and 2) as qualifications for students majoring in non-language-based degrees in history and social sciences. These courses attract relatively large numbers of students who acquire specialist reading skills in their area of study. Each course has a value of one course-unit which can count towards the final degree. Two levels of Reading Courses are already available in Bulgarian, Czech, Finnish, Hungarian, Polish, Romanian, Slovak, Serbian/Croatian and Ukrainian. In 2000-01 the Reading Course 1 qualification was introduced for Estonian, Latvian and Lithuanian; the same qualification in Albanian will be available from 2001-02. Similar specialist reading courses are being developed for MA students.

The dedicated language unit premises, opened in January 1999, have become an effective focal point for teaching, course development, access to specialist materials and management of study abroad. The core staff have been augmented by a teacher of Finnish, funded by the Finnish Ministry of Education's Centre for International Mobility. In 1999-2001 and 2000-02, specialists in the teaching of Polish as a second language were seconded to the language unit to undertake research and to develop learning and teaching materials, funded by the British Council and the Polish Ministry of National Education. The language unit has also established its role as an international meeting place for specialists in Central and East European language learning and teaching. The unit has hosted, among others, visitors from Bulgaria, Finland, Hungary, Poland, Romania, Ukraine, Australia, Canada and the US.

Self-access materials (printed matter, videos, audio tapes, CD-ROMs and web-based materials) are being augmented by purchase wherever possible and, for the most part, by in-house development and outsourcing. The unit's collections are already extensive for Czech and Polish and, to a lesser extent, for Estonian, Latvian and Lithuanian. Collections of materials for the study of Croatian, Finnish, Hungarian, Macedonian, Romanian and Serbian are under way. Work has also started on Belarusian, Bulgarian, Slovene, Slovak and Ukrainian.

Students of the Department of East European Languages and Culture are expected to spend at least 12 months of their period of study abroad. The language unit provides guidance and practical help in placing students in a university where the specialisms are best suited to a student's particular interests. For students majoring in one language this takes place in the country of study. Students studying more than one language divide their study abroad period between the two countries where

the languages are spoken. The language unit maintains information on a wide range of courses offered in universities throughout Central and Eastern Europe. More recently it has negotiated in respect of a number of languages 'scholarship quotas' for SSEES students on summer courses at universities in the region.

Experimentation with M-bone multicast video-conferencing, begun in January 1998, has continued. For the second year running SSEES has run a programme of 10 interactive presentations between the School and the University of Warsaw as part of activities under an EC-Telematics project entitled Multimedia Education and Conferencing Collaboration over ATM Networks and Others (see www-mice.cs.ucl.ac.uk/multimedia). In 2000-01 the school also successfully experimented with an interactive video-conferencing exchange with the Stockholm School of Economics in Riga. Concurrently, the language unit is an active participant in a UCL-wide project to explore the potential of the WebCT distance teaching and learning system.

In 2000-01 the appointment by SSEES of its own Web-master has enabled the language unit to develop its own dedicated home-page. The information published on the language unit's web-site has already become a significant language learning resource as a direct teaching tool (for example, progressive publication on the intranet of week-by-week outlines for language courses) and support materials (for example, providing links to appropriate internet sites).

University of Sheffield: Development of Sheffield Women's Hospital

Start date	December 1999
Expected completion	March 2001
Duration	Two years
Cost	HEFCE grant: £1.5 million – as a contribution to the £2.3 million capital cost of the academic department of obstetrics and gynaecology in the new Sheffield Women's Hospital
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Dr P J Hayward Estates Services University of Sheffield 45 Victoria Street SHEFFIELD S3 7QB tel 0114 2222 9205 e-mail p.hayward@shef.ac.uk

Aims and objectives

This funding contributes towards the creation of a new academic and clinical teaching and research facility known as The Jessop Wing in the Royal Hallamshire Hospital. This follows the removal of the University of Sheffield's Department of Obstetrics and Gynaecology from its previous premises in Sheffield's Jessop Hospital for Women to premises in the newly-built Sheffield Women's Hospital situated at Stonegrove. This was as a result of decisions by the NHS to close the Jessop Hospital and move the city's Obstetrics and Gynaecology provision to the new Stonegrove Hospital. The University of Sheffield has been required to contribute towards the cost of new premises and facilities for the academic department, including state-of-the-art laboratory provision. The HEFCE grant represents a proportion of this contribution. As well as centralising clinical services in the city, the scheme will bring together the academic department of obstetrics and gynaecology currently based in the Jessop Hospital for Women and the Northern General Hospital.

Programme of work

The programme of work is being managed by the Central Sheffield University Hospitals Trust in partnership with the University of Sheffield. The main costs are building works and fees, together with a contribution towards the cost of laboratory fittings, benches, cabling fume cupboards and centrifuges.

Project outcomes

The project forms part of a strategic plan developed with the Trust to bring the two academic departments together on one site. Academic outcomes are expected in terms of developments in research in the following areas:

- the molecular and cellular processes involved in germ cell development
- fertilisation and implantation

- foetal development
- gynaecological oncology.

This research is of importance for: developing new treatments in many aspects of infertility; increasing knowledge of foetal development; developing new methods of contraception; and finding new approaches to cancer treatment.

The outcome is provision of much-needed facilities to enable this work to continue for the benefit of patients regionally and nationally. Such facilities form part of the much-needed new development of clinical facilities in the city of Sheffield.

Progress to date

All building work on the new hospital (including fitment of the new laboratory) is now complete, having been carried out under the control of the Central Sheffield University Hospital trust. The Department of Obstetrics and Gynaecology occupied the new premises in February 2001.

University of Sheffield: Transfer of chemistry from Lancaster University

Start date	January 2000
Expected completion	December 2000
Duration	12 months
Cost	Total project cost: £2,450,000 HEFCE grant: £612,500
R&CF criteria	Collaborative arrangements between higher education institutions Structural realignments within institutions
Contact	Dr Kevin Mundy Assistant Registrar (Planning) Corporate Planning Office University of Sheffield Western Bank SHEFFIELD S10 2TN tel 0114 222 1210 fax 0114 276 1971 e-mail k.mundy@sheffield.ac.uk

Aims and objectives

The primary objective was to relocate the highly rated polymer chemistry research group from Lancaster University to the Chemistry Department in the University of Sheffield.

The aim was to support the University of Sheffield in meeting the costs of providing appropriate accommodation to receive transferring staff and to support the integration of the Polymer Group through the refurbishment of existing laboratory and office space. Relocation of this research group complements the existing research clusters in the Chemistry Department and will lead to opportunities for collaborative research in areas identified for growth by the university.

Programme of work

- a. Refurbishment to expand and modernise research laboratory facilities to provide facilities for staff, researchers and students transferring from Lancaster and to improve teaching laboratories to cater for additional student numbers.
- b. Transfer of seven academic staff contracts from Lancaster to Sheffield in March 2000. The physical transfer of all staff and equipment was completed in November 2000.
- c. Transfer of contracts of seven research staff to Sheffield in October 2000 along with the registration of six postgraduate research students and the research grants associated with the transferring staff.
- d. Transfer by Lancaster of the relevant proportion of quality-related research funding associated with the transferring staff to Sheffield.
- e. Adjustment to the MaSN for Sheffield and an increase of 100 funded FTEs to enable expansion of undergraduate teaching in chemistry.
- f. Transfer of existing equipment from Lancaster to Sheffield essential to the work of the Polymer Group.

Project outcomes

Refurbishment works began in August 2000, providing high quality teaching, research and office space. Consequently higher levels of space utilisation have been achieved.

Assistance with the cost of the laboratory refurbishment has allowed transferring staff to maintain a high level of research in newly refurbished laboratories, and has extended facilities for final year students and research postgraduate students.

Staff have been fully integrated into the department, and the incoming group's interests in polymer synthesis and characterisation (especially biomaterials and 'smart' polymers) complements existing strengths in physical polymer science, tissue engineering and engineering materials. The transfer has strengthened Sheffield's strategy of developing chemical applications to materials and biology and has already led to increased research grant activity.

The transfer of staff has significantly benefited students studying chemistry at Sheffield by increasing the choice of topics available for final year projects and introducing new teaching activities.

The project has enhanced chemistry in Sheffield to the overall benefit of the subject nationally and allowed resource re-allocation to strengthen departments contributing to the environmental thematic research focus at Lancaster.

University of Southampton

Start date	October 2000
Expected completion	September 2005
Duration	Five years
Cost	HEFCE grant: £3.449 million
R&CF criterion	Major constitutional change, particularly merger
Contact	Dr John Taylor Director of Planning Room 4005 Building 37 University of Southampton Highfield SOUTHAMPTON SO17 1BJ tel 023 8059 2128 (direct line) e-mail John.Taylor@soton.ac.uk

Aims and objectives

In 1997, following urgent negotiations between the university, HEFCE and the Teacher Training Agency, a merger was agreed between the University of Southampton and the former La Sainte Union College of Higher Education (LSU). In September 1997, after less than six months of preparation, the University of Southampton New College was formed. At that time, the main concern for those involved was to ensure that almost 2,000 students were able to complete their courses without interruption. This objective has been achieved in full.

Having reached this point, the university has initiated a major restructuring plan, intended to deliver a very different vision for New College. This is for the development, within the context of a research-intensive university, of a centre of excellence committed to widening participation and lifelong learning, offering innovative new courses for groups currently under-represented in higher education.

Programme of work

The restructuring of New College, including the development of new academic provision, has consequences for staffing, accommodation and infrastructure. Old courses must be phased out and new courses introduced; new skills and expertise must be developed; and new facilities must be acquired. Key appointments will be made to ensure that the special needs of students from non-traditional backgrounds are met. New academic appointments will be made to lead course developments. Funds will also be used for the retraining and re-skilling of existing staff. Capital investment will be a crucial part of the New College project. Enhanced facilities will be provided in the area of Sports Management and Leadership, including:

- a human performance laboratory
- refurbished lecture theatres and seminar rooms
- new IT facilities
- a new library and Learning Resource Centre.

Project outcomes

By April 2001, detailed planning has been undertaken in the main capital developments, ahead of a major programme of work in the summer of 2001 and ongoing work through 2001-02. New staff appointments have been made and course development is progressing. A major marketing initiative has been launched. The first expanded intake of students will be admitted in October 2001, with numbers building up over the period to 2004-05.

Staffordshire University

Start date	September 2000
Expected completion	September 2002
Duration	Two years
Cost	Total project cost: £4,371,000 HEFCE grant: £2,185,500
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Dr Susan O'Brien Deputy Vice-Chancellor (Academic) Staffordshire University Beaconside STAFFORD ST18 OAD tel 01785 353299 fax 01785 245441 e-mail s.o'brien@staffs.ac.uk

Aims and objectives

The aim of the project is to support the university's re-profiling and strengthening of its provision in science, engineering and technology in the light of changing demand and in the context of national and regional priorities for knowledge, skills and research developments.

It achieves this aim through the following:

- the provision of high quality facilities for a number of new BSc (Hons) Technology awards designed for the education of Incorporated Engineers and Engineering Technicians, an innovation at national level in engineering education
- expansion of the number of technology undergraduates and part-time postgraduates in keeping with the identified needs of the region
- restructuring and re-profiling of science provision to restore numbers and diversity by redirecting investment from areas of limited development potential in chemistry and physics to new cross-disciplinary awards that build on proven strengths in teaching and research and are of benefit to the region
- the transfer of physics to Keele University, to strengthen the provision of physical sciences in the region and preserve student choice.

Programme of work

- December 2000: transfer of physics staff and student numbers completed
- July 2001: transfer of physics resource to Keele and decommissioning of nuclear physics facility completed
- September 2001: library provision and retraining for new science awards completed

- restructuring and refurbishment of engineering laboratories to provide technology centres: Stage 1 completed by the University during 1998-2000; Stage 2 completion by September 2001; Stage 3 completion by September 2002
- September 2001: restructuring and refurbishment completed of physics, chemistry and general science laboratories to provide laboratories for forensic and food sciences, bio-medical science, psychophysiology and human biology.

Project outcomes

The outcome in engineering and technology will be the creation of a centre of excellence providing innovative education for Incorporated Engineers and Engineering Technicians. Engineering courses will have been broadened and expanded to make them more accessible and innovative as technology courses. Full-time student numbers on these new technology awards will have increased to 1,200 with potential for further growth. A virtual learning environment will have been created for the provision of interdisciplinary technology courses across the university campuses and to college partners. The project will also support a new flexible work-based MSc in Advanced Technology, using computer-assisted delivery to engage with engineering/technology employees in large and small companies. Resources will have been redirected from an area of declining student numbers with limited potential for development to interdisciplinary technologies closely associated with high demand from students and with areas of expansion in the new knowledge-based economy. Expensive, under-used engineering space will have been converted to new technology centres designed for learning and research.

In sciences, a range of new interdisciplinary applied science programmes will be available to students, distinctive within the region's provision. New awards in forensic and food sciences will make optimum use of expertise in analytical chemistry. Strengths in biology and laboratory-based psychology will be exploited and linked with new awards developed in human and applied biology with technical, biomedical and psychological orientations. The science portfolio will be more diversified with less reliance on psychology recruitment. Expensive under-used natural science laboratories will have been converted to support the new programmes and exploit the synergy between disciplines for teaching and research.

The transfer of physics to Keele University will safeguard regional provision in physics, preserve student choice, strengthen the research and teaching profile in physical sciences at Keele in keeping with Keele University's strategic plan, and facilitate the development of complementary science provision between the two universities.

University of Sunderland

Start date	September 1999
Expected completion	August 2002
Duration	Three years
Cost	Total project cost: £3,268,000 HEFCE grant: £1,634,000
R&CF criteria	Institutional restructuring with sufficiently innovative aspects to be of general benefit to the sector Structural realignments within institutions
Contact	Ian Neal Director Plus 2, University of Sunderland Chester Road Library, Chester Road SUNDERLAND SR1 3SD tel 0191 515 2254 fax 0191 515 2904 e-mail ian.neal@sunderland.ac.uk

Aims and objectives

The project is intended to enable the university to take a strategic view on how it should be organised to operate in an environment where flexible learning is the norm. To this end, the project will:

- identify the operational and organisational systems necessary for such an approach
- review current systems and redefine them to improve operating efficiency
- specify a system environment necessary for the operation of such an approach
- identify the staff development necessary for its implementation.

Programme of work

The project will be phased as follows:

- a. Review and collate best practice in the UK and beyond for information and administrative systems and managed learning environments used in higher education.
- b. Evaluate available software for administration systems and learning environments.
- c. Undertake a review and evaluation of the current operational systems in the university and identify opportunities for reform.
- d. Specify systems for administration, learning and management of information for the benefit of learners.
- e. Identify and implement associated staff training and development needs.
- f. Implement the new systems.

Project outcomes

- a. Improved organisation of the university and learning and career opportunities for its students.
- b. The introduction of a new student administration and managed learning system, compatible with existing University business systems.

Progress

Significant progress has been made towards the specification and selection of a new virtual learning environment and a new student administration system. The exercise has been based on the priority of awareness-raising within the university, as well as establishing selection criteria. A team, under the corporate title 'Plus 2', is being appointed to undertake most of the process evaluation and co-ordination of the activity. The Plus 2 project receives funding from this and two other external sources as well as from the University, each of which will require their own evaluations.

Most of this team is in place, and the remainder will be appointed as implementation of the new processes, including training, gets under way. Concurrently, the team is working on the review of the existing business processes to identify areas that are ripe for streamlining or re-engineering.

The project aims to enhance efficient operation of the university, but the overall principle is to enhance the learning experience and opportunities of students. An important part of the evaluative studies will be to investigate the connection between these.

University of Teesside

Start date	1 August 1999
Expected completion	31 July 2002
Duration	36 months
Cost	HEFCE grant: £1,050,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Professor Graham Henderson Deputy Vice-Chancellor (Academic and Development) University of Teesside MIDDLESBROUGH TS1 3BA tel 01642 342012

Aims and objectives

The aims and objectives of this project are to:

- accelerate the redirection of resources from declining to emerging areas of academic activity
- develop the University's academic portfolio in a way that will strengthen both its academic and financial position
- facilitate the development of a range of inter-disciplinary programmes in each of the following: media (spanning media technology, digital arts, virtual reality, media production, cultural studies and journalism); leisure, tourism and heritage; health sciences; and bio-mechanics
- develop the University's cost benefit analysis methodology which underpins its resource allocation methodology, to ensure that resources are effectively deployed to support its changing activities.

Programme of work

As part of a major academic reprofiling process within the University, the funding provided through this project has been used to fund new academic posts in four key areas of targeted development. These staff have been used to lead the development of a range of new academic programmes at sub-degree and degree level, and are making a major contribution towards embedding those areas within the University's core academic activity.

In support of this strategy, the university has continued to pursue a wider restructuring of its academic portfolio, facilitated through a major management review conducted throughout the past year. This review was designed to reprofile the staff and other resources within the university to move resources towards areas of targeted growth, mainly through the re-skilling of existing staff and further 'new blood' appointments.

As a consequence of the review, 11 members of academic staff have been successfully redeployed into new areas of university activity, and growth in student numbers and staff turnover have enabled resources to be made available to fund a further 25 new staff in growth areas.

In parallel with the management review, the university has continued with the implementation, and further development, of its cost-benefit analysis model. This informs the academic reprofiling process by relating income to expenditure across all areas of academic activity. In 1999-2000, the outputs

from the model were used to identify areas for rationalisation and further resource investment, which proved to be a key driver of the management review process.

Throughout 2000-01 work is ongoing to extend the model to produce a detailed analysis of income and costs at 'module' and 'programme' level as a vehicle for assessing module and programme viability. This is being supported by a good management practice project, which is developing techniques to enable the university to assess the efficiency and effectiveness of central support services, departments and units, with a view to achieving recurrent savings of about £400,000 per year.

Progress to date has given the university confidence that these strategies can both succeed in delivering the desired shift in academic profile and allow the university to provide a flexible and dynamic response to student demand.

Project outcomes

The funds provided for the project have been used to fund 11 'new blood' academic staff appointments spanning all six schools of the university, which include:

- Media - five posts
- Leisure, Tourism & Heritage - two posts
- Health Sciences - two posts
- Bio Mechanics - two posts.

Enrolment figures on programmes in all of these areas are pleasing, and indications from UCAS applications statistics show that the programmes developed as a result of this restructuring initiative are beginning to make a substantial contribution to the success of the university. The overall number of UCAS applications received by the university as at December 2000 shows an increase of 17.2 per cent over the same date last year. This upward movement reverses a trend experienced in 1999-2000 when applications at this stage in the year had experienced a decline of 7.7 per cent. This upward trend in applications is evident across all six schools of the university and is particularly prominent in respect of programmes in those academic areas that were targeted for development within the university's academic reprofiling strategy.

With the exception of health sciences, which is being reprofiled to provide a greater focus on public health, all of the targeted areas remain areas of planned growth in the academic development strategy of the university. This seeks to build upon recent success, as follows:

- a. Enrolments have continued to rise year on year in five key subject areas since the launch of the new strategy in 1998-99. Further growth of over 500 FTE students is anticipated in these areas alone in 2001-02, bringing the overall growth in student numbers in these areas to 200 per cent within three years.
- b. Continued development of innovative practice in the context of the university's Learning, Teaching and Assessment Strategy.
- c. Growth in the number of cross-disciplinary programmes through development of a range of joint and major/minor awards spanning traditional subject boundaries.

In addition, the developments associated with the restructuring activities are highlighting new opportunities for the extension of sub-degree provision in partnership with the further education sector through the University of Teesside 'Higher Education Business Partnership' (HEBP).

Thames Valley University

Start date	April 1999
Expected completion	2003-04
Duration	Five years
Cost	HEFCE grant: £3,400,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions
Contact	Geoff Crispin Deputy Vice-Chancellor Thames Valley University St Mary's Road Ealing LONDON W5 5RF tel 020 8231 2042

Aims and objectives

The aim of the project is to support implementation of the university's action plan for academic and financial recovery.

Programme of work

The University prepared a five-year action plan for addressing difficulties in relation to student recruitment and retention, the findings of a report by the Quality Assurance Agency for Higher Education, and the financial consequences.

The action plan was approved by the HEFCE Board in April 1999. The HEFCE is providing £3.4 million from the R&CF fund towards the cost of the plan.

Project outcomes

The intended outcomes include:

- restructuring of the university into three faculties: the Faculty of Music, Media & Creative Technologies; the Faculty of Health & Human Sciences; and the Faculty of Professional Studies, covering tourism, leisure, hospitality, business, law and computer science
- clearer focusing on programmes with buoyant student demand, and action to improve student retention
- consequential staff restructuring to reflect the new school and programme structure
- Administration and Management Review to secure staff savings of £2.4 million
- revision of the university's quality assurance procedures.

Over the past year, good progress has been made in implementing the action plan. The main outcomes secured include:

- achieving the university's student recruitment targets, as envisaged in the action plan, for 2000-01
- achieving the overall financial targets set in the budget projections of the action plan for 2000-01
- embedding and developing the university's revised procedures for setting, sustaining and reviewing quality and standards of programmes
- identifying a plan for restructuring of the estate to support re-investment, and undertaking negotiations towards securing that plan
- introducing new developments consistent with the university's wider academic plan, such as summer school programmes to provide additional support for students and so aid retention, and foundation degree programmes.

University of Wolverhampton

Start date	June 2000
Expected completion	September 2002
Duration	Three years of HEFCE funding with preliminary work funded by the institution
Cost	Total project cost: £4.467 million HEFCE grant: £1.599 million 1999-2000 £533,000 2000-01 £533,000 2001-02 £533,000
R&CF criteria	Major changes to the academic portfolio Structural realignments within institutions Collaborative arrangements between higher education institutions
Contact	Professor Gerald Bennett, Pro Vice-Chancellor University of Wolverhampton Telford Campus, Shifnal Road, Priorslee TELFORD TF2 9NT tel 01902 321791 fax 01902 323955 e-mail G.Bennett@wlv.ac.uk

Aims and objectives

The restructuring and collaboration project is part of a major review of all institutional activities. The review covered curriculum, modularity, estates, budgetary systems and collaborative arrangements, with a view to improving the university's efficiency, usage of resources, and response to changing market needs.

The specific aims and objectives of the restructuring and collaboration project are:

In engineering and the built environment, to:

- rationalise, re-structure and re-focus engineering and built environment provision
- redirect resources within engineering and the built environment away from areas of low demand and into areas of growing demand from students and industry
- develop teaching, research and support for industrial organisations in specialisms with proven expertise and growing demand
- develop collaborative arrangements with other institutions so as to provide logical, integrated and comprehensive provision for local and regional students.

In health sciences and applied sciences, to:

- integrate and rationalise provision providing support for institutional restructuring
- utilise scarce resources more effectively, particularly in the life sciences area
- refurbish and modernise laboratory facilities for health sciences and applied sciences, and utilise them on a joint use basis

- support collaboration with regional partners.

In languages and European studies, to:

- rationalise and restructure languages provision
- reconfigure the languages curriculum and provide for increased demand for languages with other vocational provision whilst recognising the reduction in demand for a number of specialised languages and European studies routes
- integrate languages and humanities provision and rationalise facilities
- support collaborative linkages on a regional basis.

Programme of work

The activities in the project were scheduled as follows.

Year 1

All necessary background investigation completed.
 Planning of restructuring programmes completed.
 Discussions with collaborating institutions.
 Planning of curriculum development completed.
 Planning of resources and facilities improvement.
 Commencing facilities development.
 Staff re-training.

Year 2

Implementation of restructuring activities.
 Validation and pilot implementation of curriculum developments.
 Continuing resources and facilities improvement.
 Staff re-training.

Year 3

Completion of restructuring activities.
 Implementation of curriculum developments.
 Completion of resources and facilities provision.
 Completion of staff re-training.

Full implementation – September 2002.

There are three linked sub-projects within the overall restructuring and collaboration project, which will operate to different time scales within the overall programme above.

Project outcomes

In the preliminary period and the first section of the project itself the following have been undertaken:

- planning restructuring programmes
- curriculum development
- discussions with partners and collaborating institutions
- planning facilities developments
- start of facilities improvement and equipment acquisition.

In engineering and the built environment, a new curriculum has been designed and will be implemented on a phased basis over the remaining period of the project. Necessary equipment and software is being acquired. Staff training and re-training will take place throughout the project.

In health sciences and applied sciences, an initial phase of laboratory refurbishment and joint use has been completed. The full implementation of this part of the project is now planned and designed and will take place, integrated with other capital projects, for full implementation by September 2002.

In languages and European studies, restructuring and merger with humanities and social sciences has taken place. Reconfiguring of the languages curriculum is in the process of completion for implementation by September 2001. Improvement of facilities will be completed by September 2002. Staff re-training is taking place throughout the period of the project.

University of York and University of Essex

Start date	1 July 1999
Expected completion	30 September 2000
Duration	15 months
Cost	HEFCE grant: £64,000
R&CF criterion	Collaborative arrangements between higher education institutions
Contact	Professor G J Pert Head of Department Physics Department University of York Heslington YORK YO10 5DD tel 01904 432250

Aims and objectives

The transfer of three members of academic staff (one professor and two readers) from the physics department at the University of Essex to the physics department at the University of York, to strengthen research in plasma physics and related areas at York.

Programme of work

Building modifications have been carried out at York to provide academic offices and accommodation for research fellows and students, together with a computer laboratory and related facilities. These are now complete and fully equipped. Relocation of academic staff took place in July 1999, September 1999 and September 2000. Research fellows and students moved concomitantly with staff.

Project outcomes

The transfer has been accomplished. The new staff members have integrated smoothly with the department at York, providing additional lecturing support and new courses. The plasma group is showing increased vitality. Visits to conferences have taken place, and several joint research grant proposals and papers have been produced. Overall the transfer has been very successful.