

**BID FOR A CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING
(CETL) FOR SUSTAINABLE COMMUNITIES ACHIEVED THROUGH
INTEGRATED PROFESSIONAL EDUCATION**



(C-SCAIPE)

Title: Centre for Sustainable Communities Achieved through Integrated Professional Education (C-SCAIPE)
Institution: Kingston University

INTRODUCTION

This Stage 2 bid is to establish the Centre for Sustainable Communities Achieved through Integrated Professional Education (C-SCAIPE), based on existing excellence in Kingston University's School of Surveying (KUSS). The overarching aim of C-SCAIPE is to:

Promote a deeper understanding of the requirements of professional education in order to produce graduates capable of working to create more sustainable communities. An holistic view of sustainable principles will be embedded within curricula and teaching delivery initially within the built environment based on live projects embracing a multi-disciplinary, inter-professional perspective.

This will be achieved by:

- creating a nationally and internationally distinctive, physical Centre populated by core KUSS and seconded staff, students and visiting professionals in which innovative and at times experimental delivery can take place. Here an exchange of ideas underpinning education for a sustainable society and reflection can be facilitated by a mix of formal and informal spaces and by the presence of a well-equipped learning resource centre;
- building on KUSS's track record of excellence and innovation in delivery, especially in relation to project work and activities that connect with professional practice, in order to enhance the student learning experience and graduate skills; and
- providing a focus for integrating sustainability research more widely and deeply in professional education curricula in KU, from which C-SCAIPE will disseminate internationally and thus have an impact both within KU and beyond.

A. RATIONALE AND FOCUS

The Rationale

The Need to Develop Professional Education to meet the requirement for Sustainable Communities

Sustainability is defined throughout this bid in terms of the 'triple bottom line'. This assesses sustainability through economic, environmental and social impacts. Achieving sustainable economic development is critical to the future of society¹; this is recognised by HEFCE Objective 1² but has yet to be fully embedded within educational practice. Universities in particular have been slow to take up the challenge of producing graduates capable of meeting the needs of a sustainable society³. The Sustainable Development Commission is quite specific in its recommendation that sustainability be "*embedded in higher and further education, and appropriate interdisciplinary studies and research are promoted*"⁴.

One of the key barriers to the development of a sustainable society is the limited understanding of the concept of 'sustainability', other than from a single environment-focused perspective. Within the built

¹ Letter 8 Appendix B2

² HEFCE, 2002. Report 02/23 *Evaluating the regional contribution of an HEI: A benchmarking approach*. HEFCE: UK

³ Martin, S. Jucker, R. (2004) *Educating earth-literate leaders* proceedings of the *International Sustainable Development Research Conference* Manchester, ERP Environmental and Letters 1, 2, 3, 12, 15, 36 in Appendix B2

⁴ Sustainable Development Commission (2004) *Shows promise but must try harder*, www.sd-commission.gov.uk p.5.

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environment this is exacerbated by limited communication across the professions and between professionals and the wider community of stakeholders who use the buildings that we create and manage. Higher Education presents a unique opportunity to change this by initiating and encouraging communication between the different cultural and professional fields. However, this opportunity is generally under-exploited and professional barriers remain, as subject specialisms are taught in relative isolation⁵.

In no sector is the need to reflect on what sustainability means for education more vital than in the built environment⁶, yet research also points to our professions being slow to respond⁷. For example:

- We spend 80% of our lives in buildings: yet the needs of occupiers are not adequately addressed by building designers and appraisers;
- Buildings contribute 50% of all carbon emissions in the UK: yet few new buildings are energy efficient⁸;
- It is estimated that within 20 years climate change may render many of our commercial buildings unusable: yet practitioner appraisal methods do not recognise this issue at all⁹.

All professionals must rise to this challenge together, to contribute effectively to a more sustainable society. This highlights particular responsibilities and challenges for the education of the next generation of built environment professionals, which C-SCAIPE will address.

The Focus

We propose to reward and develop existing excellent provision in Kingston University's School of Surveying (KUSS)¹⁰ to better enable our graduates, both in KUSS and beyond, to develop a holistic view of the needs of sustainable communities, whatever their professional specialism.

The hub of C-SCAIPE will be KUSS, which has an established reputation for excellence in the delivery of professional courses. Our aim, to produce graduates capable of addressing tomorrow's needs with perception and innovation, drives our approach to teaching and learning. C-SCAIPE will enable the University to build on work already undertaken in KUSS to embed the values inherent in the concept of sustainability within KU graduates, initially for the built environment professions but subsequently more widely. Details of the current provision on which C-SCAIPE will be based are given in Appendix A1.

C-SCAIPE will adopt a risk-taking and innovation-led approach to **enable staff to develop further their teaching and learning skills and activities**. This will **enhance the students' knowledge, abilities and professional commitment** to creating sustainable communities. An essential ingredient of this will be new initiatives such as a student live consultancy and cross-disciplinary work and the Centre will progressively involve staff and students from throughout the University. It will create new forums, through which greater involvement with the community can be achieved, involving both the general public and built environment professionals.

The focus of C-SCAIPE is three-fold:

- i) Embedding sustainability principles within the curriculum;
 - ii) Building on our existing project base to develop learning methods that generate an holistic view of sustainability; and
 - iii) Enhancing connections with professional practice further to develop active knowledge transfer to and from students and practitioners.
- i) **Curricula** will address new sustainability initiatives and challenges as they emerge. The active sustainability research base within KUSS enables teaching delivery to reflect new thinking on emerging issues in the subject area¹¹. KU, as part of the HEIF-funded, WestFocus consortium,¹² will lead cross-university work on sustainability. KUSS won a funded role leading

⁵ Spence, R. Macmillan, S. Kirby, P. (2001) *Interdisciplinary design and practice*, London: Thomas Telford

⁶ See for example letters 6, 7, 27 and 29

⁷ Sustainable Construction Task Group (2000) *Towards Sustainability – a strategy for the construction industry*, CIP Ltd: Birmingham

⁸ Pett, J. *et al.* (2004) *Asset Value Implications of low Energy Offices phase 2 report* www.ukace.org.uk

⁹ Sayce, S. Ellison, E. (2003) Integrating sustainability into the appraisal of property worth: identifying appropriate indicators of sustainability, *The American Real Estate and Urban Economics Association Conference*, Skye, August pp 21 – 23, 2003

¹⁰ See Part B for details; our top score of 24/24 and our FDTL projects provide key evidence of excellence.

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the WestFocus Sustainable Property and Regeneration sub-network, which will operate through C-SCAIBE.

Despite achievements already made involving other disciplines¹³, more needs to be done. We intend to engage actively with colleagues in, for example, Business and Law and Social Work, who understand emerging user needs¹⁴. Additionally linkages with other schools that offer professionally accredited courses, notably Architecture & Landscape and Engineering are essential to fulfilment of our vision. Discussions with them have generated significant support for the C-SCAIBE initiative¹⁵.

- ii) **Learning strategies** are needed alongside curricula to support students to progress both professionally and as sustainability-aware citizens. Building on our work in *Better Together*¹⁶ and Learning to Work Working to Learn (LWWL)¹⁷ will provide a basis from which C-SCAIBE will develop on existing excellence in learning strategies. Cohorts of students located in a variety of Schools and Faculties, will collaborate in learning sets on a range of issues relevant to how professionals can develop sustainable communities. Implementing action-learning and peer-assisted learning techniques will ensure a greater sense of ownership of the learning experience. A focus on dynamic teaching strategies including live consulting, conferences and debates, in addition to more conventional methods, is expected to instil a strong sense of the value and relevance of learning as well as sustainability, within the communities of the future.
- iii) **Professional – HE academic interaction** will continue to provide the practice-based approach that the curricula and learning strategies require to be of maximum benefit. LWWL, demonstrated how important it is for academe to facilitate an interplay with young practitioners. The development of the highly successful peer-assisted learning scheme (see appendix B1) into a formal system for linking existing students with recent graduates draws directly from this work.

Learning is not just from practitioner to student: it is shared. By creating C-SCAIBE in which practitioners, staff and students can inter-act, both virtually and face-to-face, transference of knowledge and understanding becomes mutual and the interaction of professionals can be focussed towards achieving sustainable communities. This element of C-SCAIBE will be supported by practitioner links that have been strengthened on the basis of short-listing¹⁸. The RICS¹⁹ has indicated its desire to set up a Regional Office at KUSS, which will facilitate closer academic-practitioner links and support has also been gained from CIOB and RIBA²⁰. Discussions have commenced with other built environment professional bodies, all of whom have a remit to promote awareness of sustainability issues among their memberships.

All three foci will be supported by the involvement of the HE Academy (HEA) subject centre CEBE (Centre for Education in the Built Environment) who have indicated their intention to work with us, notably by establishing a jointly funded post, based within C-SCAIBE.²¹

The Objectives

The achievements of C-SCAIBE will be based on its success in a range of areas related to our vision:

¹¹ KU has an emerging research base in sustainability, not just in KUSS but in, for example, the Centre for Sustainable Design

¹² WestFocus is a consortium of six Universities (Brunel, Royal Holloway, Westminster, Thames Valley, St. Georges Medical School and Kingston) who collectively bid under HEIF2 for a range of activities, including sustainability. KU is leading the sustainability strand of work.

¹³ The Schools of Architecture, Design, Engineering and Geography all have track records of sustainability research.

¹⁴ See accompanying letters of support (18 and 19 Appendix B2) from colleagues in Business and Social Work.

¹⁵ See accompanying letters of support (17 and 22 Appendix B2) from colleagues in Architecture & Landscape and Engineering

¹⁶ FDTL project undertaken jointly with Sheffield Hallam and Oxford Brookes Universities.

¹⁷ Learning to Work: Working to Learn was a flagship FDTL Phase 3 project - refer Part B.

¹⁸ See letters of support 9, 14, 15, 24, 26, 32, 35, 36, and 37 Appendix B2

¹⁹ The Royal Institution of Chartered Surveyors (RICS) is the leading professional body with 110,000 members, of whom 40% operate in London and the South-East. For letter of intent see letter 31 Appendix B2.

²⁰ The Chartered Institute of Building (CIOB) represents some 60,000 construction professionals. The Royal Institute of British Architects (RIBA) is the lead body representing some 40,000 architects. For letters of support and intent to work together see letter 4 and 33 Appendix B2.

²¹ Letter 3 Appendix B2

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Objective 1:

To reward existing excellent staff to enthuse and motivate colleagues to also achieve excellence and thereby enriching their own career opportunities and fulfilment, and the experience of those they teach;

Objective 2:

To ensure that curriculum and assessment design incorporate sustainability issues as they relate to each subject area, thus enhancing KU graduates' understanding of sustainability from perspectives beyond their own discipline;

Objective 3:

To enhance and increase the existing project-based learning and assessment experience for students and thereby build on what has proved to be a successful means of implementing Action Learning and engaging with elements of the KU Teaching and Learning Strategy within KUSS;

Objective 4:

To develop new cross-faculty and interdisciplinary initiatives to generate debate about sustainability and its relevance to different stakeholders;

Objective 5:

To formalise and extend connections with practitioners and the local community to provide students with the opportunity to address sustainability issues within a live, practice-based context;

Objective 6:

To deepen and increase the educational interface between academics and practitioners to develop practitioner understanding of sustainability and better inform their own decision-making;

Objective 7:

To disseminate best practice in delivering sustainability across curricula, throughout KU and beyond to external organisations; and

Objective 8:

To assist the University in moving forward in its own path towards embedding sustainability principles by working with others in the University in the field of research-informed curriculum development and student engagement.

Connecting with the Institution

C-SCAIPE is supported by, and contributes to, institutional priorities. KU's mission statement includes commitments to *"strive for excellence in learning teaching and research"* and *"to equip its students to make effective contributions to society and the economy"*. The KU vision statement seeks *"to develop more radical ideas and expert knowledge on which future society will depend"* all of which complement the philosophy on which C-SCAIPE is based. It is a basic tenet of KU that all its activities are 'research-informed'; University mission statement sees *"a powerful synergy"* between widening participation, teaching and research. In being based on development of teaching practice informed by innovation and research in both the pedagogy of professional practice and in relation to sustainability within the built environment, C-SCAIPE reinforces this central, institutional ideology.

Promoting collaboration is one of the five key themes within the University's Strategic Plan. C-SCAIPE will contribute substantially to this by directing its aims and objectives beyond the School, Faculty and University into the local community and professional practice. The mutual co-operation of staff, students, alumni and professional practitioners that already exists within KUSS is fundamental to this and will be built upon to ensure delivery.

C-SCAIPE's emphasis on adapting the curriculum, expanding the School's excellence in delivery mechanisms to enhance the students' abilities to contribute beneficially to their professions and society at large, is underpinned by the University's revised L&T Strategy 2003/05. It *"is even more student centred"* than previous editions focussing on *"the student experience of learning, teaching and assessment"* through *"the curriculum and its delivery"* (Strategic Goal 1a).

Our goals in relation to out-reach activities are supported by the University's strategic plan, which *"aims to strengthen the University's civic and cultural contributions"* locally and throughout the region. C-SCAIPE will be proactive in guiding the University's Strategic Plan in respect of its estate and infrastructure targets to provide *"more attention to sustainability, energy efficiency and other environmentally friendly aspects for future developments"*.

The Human Resource Strategy has a series of goals which focus on *"change processes, innovation and creativity"* (Strategic HR Goal 1(a)) achieved through creating *"opportunities for innovative thinking and new ways of learning, including secondments, work shadowing, mentoring etc."* The intention of C-

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SCAIBE is to create a change in the perspective that staff have on their approach to teaching sustainability by providing the time, resources and incentives appropriate for innovative thinking to flourish. This approach is specifically supported by the HR Strategy which identifies “*Establishing incentives which reward good teaching and research*” (KU HR Strategy 2004-2007:6) as a fundamental element of the University’s reward strategy, such as the use of teaching fellowships.

The University’s Steering Group for Sustainability (SGS) has two posts directly supported through the HR strategy. KU’s strength in this area is growing rapidly, as demonstrated through the allocation of HEIF 2 funding to support our teaching, research and CPD work within the theme of sustainability²².

Overall the objectives of C-SCAIBE match closely to institutional strategy and priorities²³.

B. THE CASE FOR EXCELLENCE

The **case for excellence** presented at Stage One remains essentially unchanged but, in the light of the Stage One feedback, we have included and cross referenced representative letters of support (see Appendix B2). Evidence of excellence that has emerged subsequent to the Stage One bid is also noted where appropriate. As before, the case is based on KUSS’s specific achievements in three areas:

- i) Provision of leading-edge Professional Education in Surveying;
- ii) Developing external links with the property and construction industries and Professional bodies which substantially benefit teaching and learning; and,
- iii) Establishing sustainability as an area of our Professional expertise.

i) Provision of leading-edge Professional Education in Surveying

KUSS has provided high quality Professional Education within the Built Environment, for some 30 years. The high standards KUSS strives for and achieves were confirmed by its being the only School in the country to be awarded 24/24 in this subject area by QAA. Their report noted, in particular:

“curricula which relate appropriately to educational, professional and vocational requirements, promote creativity and transferable skills and are supported by staff research and scholarship.”

KUSS has built on these strengths in a number of ways. To consolidate our performance at QA, staff have demonstrated a range of pedagogic skills for the ILT, studied for Postgraduate Teaching Certificates and contributed publications relating to professional education (see Appendix B1). Three²⁴ staff members have been promoted ‘above the bar’ for their contributions to the work of the School.

Staff development feeds directly into the curriculum. Advanced training in the use of industry-standard software ensures up-to-date techniques are used in the classroom (see Appendix A1), research in professionalism, ethics and sustainability all underpin curriculum development and ensure relevant depth and strength within our teaching.

KUSS’s commitment to innovation in curriculum development and in teaching, learning and assessment is demonstrated, for example, in the Conference Module for the MA European Real Estate (see Appendix A1). External validation panel members considered the module to be an “*innovation [that] would give students confidence to articulate and debate their ideas in a public forum, and encourage them to consider publishing work*”. This has indeed been the case with one research paper based on student work already published²⁵. Innovation in curriculum design and delivery has also recently been demonstrated by the launch of a new MSc in Real Estate, which has been designed to accommodate the needs of busy practitioners and which combines short block delivery with web-supported learning²⁶.

The School’s performance in terms of its delivery of professional education is monitored continuously through student feedback, external examiners reports, graduate employment, employer feedback, and continued endorsement by the RICS. Each of these sources provides evidence supporting our claim for

²² HEIF 2 funding to KU also includes support for the Centre for Sustainable Design.

²³ See letters 16 and 23 Appendix B2 from the Director of the Academic Development Centre (ADC) and the Director of Personnel

²⁴ An additional member has been so promoted since Stage One bid was submitted

²⁵ Bailey, Lewis and Plimmer (2004) Locating the “Country” in Town and Country Planning: the Urban Bias in English Planning *International Federation of Geometers*’ publication.

²⁶ A letter of support from one of our validation panel, (Chase), is included (Letter 5 Appendix B2)

excellence in the delivery of leading edge professional education²⁷. Feedback regularly comments on the commitment and dedication of the staff and strong relevance to practice.

One of the great strengths of KUSS is the dedication and enthusiasm of the core staff team. This enables us to provide a level of student support that was identified as “*excellent*” by QAA (see Appendix B1). The School has built on this strength to develop student support networks. The Peer Assisted Learning Scheme (PALS) provides Level One students with a trained mentor from the Level Two cohort, which also helps to consolidate learning in the Level Two students by requiring them to review subjects with the new students. Having been developed within KUSS, this scheme has been implemented across the rest of the University. The success of the highly acclaimed “*Learning to Work: Working to Learn*” project, aimed at enhancing the experience of recent graduates in the workplace, has encouraged KUSS to explore the possibility of developing additional schemes in this area. Two such schemes²⁸ will be developed through C-SCAIPE.

The School’s graduate employment rates remain high with the vast majority of students going straight into the property and construction industries²⁹. The continued support of major employers, particularly through placements and our work experience scheme is testament to the quality of the graduates we produce³⁰.

Balancing innovation within the curriculum with the demands of a Professional accrediting body driven by market imperatives is challenging. The RICS’s revised educational strategy increased pressure to maintain and demonstrate excellence throughout our academic activities. The strength of the School’s current relationship with the RICS provides clear support of both our success and our claim for excellence in this area (see Appendix B1)³¹. KUSS has been approached directly by different RICS Faculties to establish undergraduate provision in the following areas: Building Surveying Consultancy, Property Land Information Systems and Fine Arts and Antiques³². Further evidence of our excellence in curriculum delivery and assessment is provided at Appendix A1 and Appendix B1.

A recent visit to the School by the President of the RICS included, amongst other things, interaction with Level One students during assessment of a poster presentation based on their Development module. Feedback from the President was extremely positive, praising in particular the high standard of work, the strong teamwork skills demonstrated by the students and the relevance to practice of issues covered by the students’ work.

The relevance and quality of project work is further endorsed by the support of industry. For example, a Dublin-based business volunteered funding for a significant student prize and attended the presentations for their fieldtrip module; this has produced extremely positive feedback from both the students and the practitioner involved.

ii) Developing external links with practice and Professional bodies, which substantially benefit teaching and learning

One of KUSS’s most important links with practice is the relationship with the RICS, our Professional accrediting body. The esteem in which the RICS holds the staff of KUSS is demonstrated by the extent to which we work together. Appendix B2 outlines initiatives, completed, ongoing or forthcoming, being carried out jointly by RICS and KUSS, and lists the involvement of KUSS staff in Professional matters. It also includes letters of support from offices of the Institution, including the President, and from leading practitioner members.

These links are essential to the philosophy upon which our approach to delivering relevant, leading-edge Professional Education is based. They enable us to provide speakers from industry, essential for giving currency and relevance to classroom-based teaching and learning and to our strong team of practitioners who contribute to part-time teaching. Whilst the core staff team is essential to the delivery of our teaching programmes, practice-based part-time staff are key to our commitment to deliver an up-to-date,

²⁷ Appendix B2 contains sample letters of support from current and past external examiners (Downie 25, Hampton 1, Joyce 34, Miller 9, Tuffin 37 and a recent graduate 10.

²⁸ The alumni mentor scheme and the consultancy module are detailed in Part C and Appendix C2 below.

²⁹ Destination figures for 2000/01/02 show an average 86%, 83.5% and 89% employment rates respectively for KUSS graduates.

³⁰ Appendix B2

³¹ The Partnership agreement with the RICS was renewed in September 2003

³² Delivery in two of these areas has been established, with the third still under negotiation.

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forward-looking curriculum and produce graduates equipped for the market they will enter. This mixed team enables us to ensure the curriculum reflects emerging issues such as sustainability, where the debate changes rapidly.

Practice links have been important in enabling KUSS to enhance the teaching and learning facilities within the school. A group of 20 practices and organisations³³, directly supported the expansion of the School's computer facilities. Our students now benefit from a dedicated, on-site computer suite with specialist, industry-standard software.

KUSS continues to benefit from such industry support. In March 2004 we were one of five Schools invited by Jones Lang LaSalle³⁴, to bid for an award of £123,000 to fund a package of research and teaching and learning initiatives. We were successful and the funds are being used to develop further the highly successful Conference Module, within the MA European Real Estate enabling students to engage directly with practitioners and to support research in the field of comparative studies. A track record of such funding clearly supports our claim for excellence³⁵.

KUSS views practical experience as a fundamental element of Professional Education and endeavours to ensure all our graduates have spent some time in a relevant work situation. The number of firms that regularly take placement students from KUSS and support them through their year out is clear evidence of the high esteem in which these firms hold KUSS, the quality of our students and our on-going links with the Professions.

Where students decide not to take the sandwich route they are supported in finding work placements lasting at least a month. Again, this would not be possible without the dedication of the core staff team and the maintenance of strong links with supportive practitioners.

KUSS has built on its strong practice links to develop:

- A thriving programme of APC³⁶ courses, providing support to all Surveying graduates in preparing for their final Professional assessment; and
- Support for a substantial CPD and LLL programme - School staff regularly contribute to our own CPD events and those run by external commercial organisations such as Henry Stewart.

The popularity of our courses and positive feedback we receive from participants clearly demonstrates the quality of the product we deliver (see Appendix B2). Feedback confirms that our approaches to professional education are appropriate and successful and can continue to be developed. This supports our claim for excellence, as do our strong links with practice, the professional education community and other institutional bodies.

iii) Establishing sustainability as an area of expertise

This third element within our case for excellence is based on:

- the record KUSS has developed in carrying out major, Government and industry-funded research into sustainability issues;
- the recognition of our expertise by industry, where KUSS staff are requested to contribute to debate; and
- the leading role KUSS is playing in developing the sustainability agenda across the University.

Staff research and scholarship has enabled KUSS to develop expertise in a number of emerging areas, including professionalism and ethics, professional education, knowledge management and, most notably sustainability. All these areas of expertise feed directly into the curriculum across KUSS.

KUSS is currently leading two major research projects on sustainability, funded by Government and Industry to the value of approximately £300,000³⁷, one of which³⁸ was scored by an independent panel as

³³ including The PSA, Nat West Bank and Hammersons.

³⁴ Jones Lang LaSalle is a leading international property consultancy who, it is estimated, employs 1 in 40 of all Chartered Surveyors worldwide.

³⁵ See letter 13 in Appendix B2 (Jones Lang LaSalle)

³⁶ The Assessment of Professional Competence (APC) is the RICS's pre-qualification assessment.

³⁷ The Sustainable Property Appraisal Project and Making Sense of Sustainable Property: Seminars for Property People are funded through the DTI's Partners in Innovation scheme and have received cash and in-kind contributions from 15 different industry partners.

³⁸ The Sustainable Property Appraisal Project.

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the best proposal in that round of bidding. “*Buildings: A new life*”, a similarly funded project, was completed in August 2003. *Estates Gazette*³⁹ has recently published the findings as a practitioner book (see Appendix B1 for a list of relevant funded research).

This ongoing programme of research has established KUSS as a leader in this field. Core KUSS staff have been invited to:

- Speak at the Key Players work shop on Sustainability – a DTI led initiative;
- Present research findings to the property investment industry at “Too hot to Handle” – an IPF/IIGCC seminar on Climate Change;
- Represent RICS on the EPBD Methodology committee⁴⁰;
- Address a major industry conference this November⁴¹; and
- Attend key networking events led by DTI to drive the sustainability agenda forward.

Sustainability already feeds directly into modules within the KUSS curriculum at all levels, ranging from investment appraisal to design (see Module list in Appendix A1). Our expertise in this area has underpinned the MA in Sustainable Futures, developed in collaboration with the School of Architecture. The validation team, who considered the School to be “*producing a leading-edge initiative which connects the ‘spiritual’ side of sustainability with real-world practice*”, supported our claims of innovation and excellence in the development of this programme.

Local expertise in Sustainability has enabled KUSS to play a leading role in the University-wide Steering Group for Sustainability. Key outputs of the Group include the Sustainability in the Curriculum Initiative, disseminated to a Teaching and Learning Workshop, the Sustainability Conference and the development of a University-wide Sustainability Strategy, jointly authored from within KUSS. It is clear that sustainability must be understood from a multi-professional perspective if its importance to students of all disciplines is to be properly understood. Commitment to Sustainability at the executive level is unqualified and demonstrates institutional confidence in the ability of KUSS initiatives to be transferred across the University.

C. PLANNED DEVELOPMENT AND IMPACT

The essence of C-SCAIBE is to stimulate opportunities for curriculum development, teaching and learning innovation and the extension of cross-disciplinary and practitioner links by supporting and rewarding existing excellent staff. Combining this innovation within the built environment subject area with the strong sustainability research base that exists within KUSS, presents a unique opportunity to provide graduates better equipped to deliver the sustainable communities of the future.

Education for the professions is a key activity for Kingston University, with a large proportion of the student body being enrolled on vocationally-orientated courses that carry professional recognition. C-SCAIBE will benefit all students enrolled on these courses by:

- Extending their understanding of sustainability as a concept within society and its relevance to a broad range of stakeholders.
- Increasing their communication with and understanding of disciplines beyond their own, and thus the context within which their own professional lives will unfold; and,
- Providing a more satisfying and fulfilling learning experience while at KU.

Key Objectives

Planned delivery of the eight key objectives identified in Part A.

1. **To reward existing excellent staff** to enthuse and motivate colleagues to themselves achieve excellence, thereby enriching their own career opportunities and fulfilment, and the experience of those they teach. Achieving the full engagement of academic staff across the university

³⁹ The *Estates Gazette* is arguably the most influential publisher within the property industry.

⁴⁰ A committee convened by ODPM to establish the most effective method of implementing the EU Energy Performance in Buildings Directive.

⁴¹ The annual IPD (Investment Property Databank) Conference attracts a very large and influential audience of several hundred people.

requires a clear strategy of reward, supported by the University's HR Strategy. Reward for teaching excellence is a central theme within KU's current HR Strategy and C-SCAIBE utilises this positive approach for the five existing HR Projects which are already working in areas that complement the activities of C-SCAIBE:

- The identification, integration and promotion of non-financial rewards;
- The development and implementation of rewards linked to teaching excellence, including a Teaching Fellow Scheme (TFS);
- The continued operation and development of external partnerships and networks;
- The recognition and reward of the contribution made by staff to cross-functional/faculty secondments and projects; and
- The development of a CPD framework, particularly in relation to learning and teaching and widening participation, building on the work of the Academic Development Centre.

This existing commitment will enable C-SCAIBE to work with HR and ADC staff to ensure reward structures are in place from the outset that will be effective in incentivising academics to engage with C-SCAIBE's work. These reward structures will include:

- Provision of resources to support secondments to C-SCAIBE;
- Extra increments and one-off financial rewards linked to embedding sustainability within the curriculum and the development of excellent teaching practices through C-SCAIBE;
- Financial support for preparation and delivery of study tours and special projects, designed to improve our project base and extend our partnerships with professional practice;
- Recognition and reward linked to the dissemination of innovative techniques across the University and beyond; and
- Support for staff development leading to promotion, through the implementation of innovative teaching practices developed within C-SCAIBE.

2. **To ensure that curriculum and assessment design incorporate sustainability issues** as they relate to each subject area, thus enhancing KU graduates' understanding of sustainability from perspectives beyond their own discipline⁴². Building on work carried out by KUSS and the "Sustainability within the Curriculum" initiative⁴³, the Centre will support academics both in KUSS and beyond, to develop their understanding of sustainability as an environmental, social and economic issue. This will enable them to contextualise sustainability more clearly within their own subject area for the benefit of achieving sustainable communities. This process of contextualisation will make clear the relevance of sustainability to students and enable assessment strategies to be adapted to reflect this new perspective within teaching and learning. This in turn will reinforce the embedding of sustainability within the curriculum and underpin the development of interdisciplinary debate which will enable the Centre to become its own sustainable community for professional education.
3. **To enhance and increase the existing project-based learning and assessment experience for students**, building on what has proved to be a successful means of implementing Action Learning⁴⁴ and engaging with elements of the KU Teaching and Learning Strategy within KUSS. The Centre will build on this form of delivery to develop a comprehensive teaching and learning experience focused on student engagement, action, communication and delivery methods. Fundamental to the Centre is the philosophy that students who are actively engaged with the management and development of their own learning, benefit from a more productive, effective learning experience⁴⁵. The validity of action learning underpins the accepted belief that projects, especially those based on real-life scenarios, have a greater impact on the students' appreciation

⁴² As defined and advocated by Huckle J, Sterling S (Eds) (1996) *Education for Sustainability*. London: Earthscan.
Jucker R. (2002) Our Common Illiteracy: Education as if the Earth and People Mattered *Environmental Education, Community and Sustainability*. Volume 10. Frankfurt: Peter Lang.

⁴³ Dawe G, Gant R, Taylor R. (2003) *Kingston University: Sustainability in the Curriculum*. Kingston: Steering Group for Sustainability. This audit highlighted that while 48% of academics claimed to deliver a minimum of one module focusing on sustainability, this was reduced to 21% when more rigorous standards were applied. However 93% were keen to have an established form of communication to support sustainability education in cross-disciplinary areas.

⁴⁴ Kolb D. A. (1983) *Experiential Learning: Experience as the source of Learning and Development*. New York: Prentice Hall.

⁴⁵ Boud D. (1981) *Developing Autonomy in Learning*. London: Kogan Page.
Schon D.A. (1987) *The Reflective Practitioner*. London: Temple Smith.

of the relevance of their learning to their future professional career⁴⁶. A project-based teaching and learning experience enables an holistic approach to be taken, particularly suited to the exploration of sustainability as a subject area⁴⁷ and a challenge for 21st century graduates.

Project work is also an effective way of building on links with practice to increase student exposure to live projects and encourage reflection on the issues they will face in the workplace⁴⁸. This has been found to be effective in reducing attrition rates by engaging students with the fundamentals of their anticipated career role. The Centre will build on this successful model by providing the teaching facilities and resources to extend project-based delivery to make it truly cross-disciplinary. This will be key to the Centre's objective of reducing disciplinary boundaries⁴⁹ and exposing all professional students to the issues facing other stakeholders and to their interpretation of sustainability.

4. **To develop new cross-faculty and interdisciplinary initiatives** to generate debate about sustainability and its relevance to different stakeholders. The importance of breaking down professional and discipline boundaries to promote better communications is well established⁵⁰ and the need for dialogue to stimulate a change in the perspectives of the stakeholders will require innovative and risk-taking initiatives. Innovation in curriculum, teaching, delivery and assessment is a strategic goal of The University Learning and Teaching Strategy Action Plan. C-SCAIPE will build on its experiences in innovating methods of delivery and assessment that allow students' skills in discussion, debate and argument to develop. Variety and interaction via seminars and debate are by their nature stimulating and can enhance the enjoyment of the students' learning experience⁵¹. Cross-faculty and interdisciplinary links will allow them simultaneously to increase their understanding of other stakeholder perspectives on sustainability. Developing our experience in this type of delivery will be both virtual, using web-based facilities, and face-to-face within the Centre. It is appreciated that innovation, especially to create more variety and still maintain validity and reliability is time consuming but highly desirable⁵². The resources made available through C-SCAIPE will allow such time to be made available.
5. **To formalise and extend connections with practitioners and the local community** to provide students with the opportunity to address sustainability issues within a live, practice-based context. The provision of a professional consultancy service designed to expose students to real projects, clients and attendant practical problems and risks is an example of the type of innovation planned. This will present the students with the opportunity to provide professional services to members of the local community, under the guidance and management of qualified practitioners and academics. This innovative approach will present students with a challenging opportunity to assume professional responsibility and develop a real understanding of issues such as client communication, team-working and problem solving, as they arise in the workplace. This will require Professional Indemnity Insurance.

⁴⁶ Hyland T. (1994) Experiential Learning, Competence and Critical Practice in Higher Education. *Studies in Higher Education*. Vol 19 (3) pp327-339.

Lester S. (1996) Professional Qualifications and Continuing Development. *Capability*. Vol 1 (4)

⁴⁷ Stables A, Scott W. (2002) The quest for Holism in Education for Sustainable Development. *Environmental Education Research*. Vol 8 (1) pp53-60

Parker J, Wade R, Atkinson H. (2004) Citizenship and Community from Local to Global: Implications for Higher Education of a Global Citizenship Approach. pp63-77 In: Blewitt J, Cullingford C. (Eds) *The Sustainable Curriculum. The Challenge for Higher Education*. London: Earthscan.

⁴⁸ Boud et al (1985) *Reflection: turning Experience into Learning*. London: Kogan Page. This was brought to the fore in research carried out through the LWWL FDTL funded project: Sayce S, Lewis A. (2003) Bridging the Divide: Enhancing the experience of the pre-chartered built environment graduate. BEAR 2003 *Proceedings of the CIB W89 Symposium*. 9-11 April, Salford.

⁴⁹ Lewis A (2002) Swarm Logic not Lemming Logic in the Education of Sustainability (for Built Environment Professionals). *Proceedings of The 2002 International Sustainable Development Research Conference*. 8-9 April, University of Manchester.

⁵⁰ Spence, R, Macmillan, S, Kirby, P. (2001) *Interdisciplinary design and practice*, London: Thomas Telford

⁵¹ Taylor S.A. (2000) An experiment in reciprocal experiential learning. *Active Learning in Higher Education* Vol 1 (1) pp 60-78

⁵² Prosser M, Trigwell K. (1999) *Understanding Learning and Teaching: The experience in higher education*. Birmingham: SRHE/OUP

To compliment the consultancy project other initiatives such as the student / alumni link will help to deepen relationships and mutual learning. Additionally, the RICS' intention to house a Regional Officer for the South-East within the Centre⁵³ supports the planned formalising of external partnerships with the profession and the extension of the existing network of practices for the further development of KUSS's project base. Support has also been offered by the CIOB and RIBA will also present further opportunities⁵⁴.

6. **To deepen and increase the educational interface between academics and practitioners** to develop practitioner understanding of sustainability and better inform their own decision making. This will be achieved by providing opportunities to draw on the physical and virtual resource base, together with the knowledge and skills within the Centre. Ongoing research within the School has identified a limited understanding of sustainability within the built environment professions,⁵⁵ and in particular what sustainability means to other stakeholders. The Centre will address this by providing a learning resource available to our partner organisations in practice, accessible on an *ad hoc* basis for personal development through to secondments. Personnel from practice will be invited to refresh and develop their basic professional skills, their understanding of sustainability and their links with other professions. This will be supported by a more formal framework for a CPD programme in TBL sustainability for the benefit of practitioners. Many of the objectives of the Centre rely on linking professional education with practice and this particular objective will support this strategy by ensuring there are identifiable benefits flowing from these links out to practice.
7. **To disseminate best practice in delivering sustainability across curricula**, throughout KU and beyond to external organisations.

Internal dissemination

Sustainability will be interpreted differently by the range of disciplines with which C-SCAIPE will engage. It is therefore important that the dissemination strategy conveys best practice and experience that is transferable across subject areas and will enable the audience to identify its value and relevance within their own subject area. This will stem from a regular process of self evaluation enabling staff working within C-SCAIPE to identify strengths within the teaching and learning practices developed through the Centre. Research support specialising in pedagogy will enable this evaluation process to be developed into a transferable format from which other subject areas can benefit. Such formats will include:

- conferences;
- live consultancy projects;
- debates;
- case studies;
- academic papers; and,
- presentations at ADC and T&L Committee events.

These will not all be initiated or run by staff but also by students. In particular, formal student groups such as “*Student Action for Sustainability*” (SAS), under advice and guidance from the SGS⁵⁶ and in conjunction with KU Student Union (KUSU), are already in a position to raise awareness, encourage action and aid internal dissemination.

External Dissemination

C-SCAIPE will provide a focal point dedicated to the development of best practice in the delivery of sustainability within the curriculum, and its dissemination across and beyond the university. A joint post to be established between CEBE and C-SCAIPE, will augment this dissemination function of the Centre. The role will focus on reviewing the activities of C-SCAIPE from a pedagogic perspective and disseminating the impact and experiences of our innovation. It will provide considerable expertise and resources for both the development of material and co-ordination of dissemination.

⁵³ See Letter of Intent 31 Appendix B.

⁵⁴ See support letters 4 and 33 Appendix B.

⁵⁵ Sayce S, Iball H, and Parnell P. (2001) 'The Business Case for Sustainable Property: Final Report' submission to the Construction Confederation. April

⁵⁶ See letter 20, Appendix B2

The Centre will simultaneously provide a clear entrance point for external organisations wanting to participate in the University's activities in the field of sustainability in relation to professional education. The RICS has proposed setting up a Regional Office within KUSS. This will substantially facilitate external dissemination through to the profession and provide a valuable link through to other professional bodies.

8. **To assist the University in moving forward on its own path towards embedding sustainability principles** by working with others in the University in the field of research-informed curriculum development and student engagement. Implementation of an effective strategy for sustainability within the University requires innovation and change at the institutional level⁵⁷. The commitment of the University to this type of change is demonstrated within the University and HR Strategies and in the support of the SGS and funding of two additional posts. C-SCAIBE will work collaboratively through SGS, SAS, KUSU and at School, Faculty and University Committee level to enable the principles of sustainability to be understood and embedded within the University institutional structure.

Delivery of these objectives will be made operational by:

- **The creation of a physical Centre** within KU (see Business Plan Appendix D2), with appropriately designed and managed space, populated by core staff drawn initially from KUSS and responsible for delivering the objectives. The Centre will comprise existing KU space refurbished in accordance with sustainability principles to create a suite of flexible accommodation suitable for staff/student informal inter-action, debating and conference facilities, including facilities for video-conferencing, a computer lab and quiet study space. The Centre, to be managed through KUSS (see Appendix D2), will reflect TBL sustainability principles and will therefore be distinctive for its use, wherever possible, of sustainable materials and resource efficiency, in order to provide an exemplar for the wider community.
- **The provision of practical, administrative, financial and advisory support** to members of academic staff within KUSS to enable them to:
 - provide a drop-in resource centre to support research into both theoretical and practical issues;
 - be seconded to the Centre to both reflect on their practice and develop new skills and linkages across the University and with practice;
 - fund the writing up of case studies reflecting on specific examples of embedding sustainability in the curriculum, the consequences on delivery and impact of any assessment changes; and
 - utilise the centre to develop integrated project-based learning and disseminate their understanding of the relevance of sustainability to their own discipline and within an inter-professional solution.

This mechanism is key; through secondments to work within C-SCAIBE, sabbaticals in which they can access the Centre, the enhanced level of resource and the opportunity to develop consultancy work through the Centre, both staff and students will be rewarded for excellence.

- **The development of a resource base** to be drawn upon to develop professional education best practice and to relate this to the needs of the sustainable society. We intend that the resource base will be developed by staff seconded to the Centre and will link with other resources, both in KU and beyond, such as the CEBE for the benefit of both pedagogic and sustainability issues.
- **The development of a consultancy**⁵⁸ offering professional solutions to real estate problems, delivered by students under the guidance of academics and practitioners; this innovation is an exciting extension to our existing project base and a real-world environment by which students will be able to contextualise their studies and develop a deep appreciation of just how challenging the move to sustainability really is.

⁵⁷ Orr D.W. (1994) *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington: Island Press.
D'Andrea V, Gosling D. (2001) Joining the dots. Reconceptualising educational development. *Active Learning in Higher Education*. Vol 2 (1) pp64-80

⁵⁸ This will require Professional Indemnity Insurance

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- **The provision of a web-enabled set of communication links** and virtual teaching and learning aids (using and building upon the university's ELS) to stimulate and enable staff both within KUSS, the wider University and subsequently beyond to reflect upon and change their practice better to support students for the changing needs of society and the professions. An effective web-link facility is important if the Centre is to operate virtually as well as physically; KU is committed to blended learning and this meets the needs of our student base, the staff and practitioners who will access the Centre.

For the first year, KUSS staff and students will be the chief beneficiaries but staff and students from other Schools will rapidly become involved (see Appendix C2). Identified partners beyond KUSS already expressing support for the Centre are Architecture, Engineering, Geography, Social Work and Law⁵⁹, ⁶⁰. During the early stage of the Centre's operation it will seek specifically to break existing discipline boundaries, generating teaching, learning and assessment strategies that reward interdisciplinary communication and collaboration, not only for the benefit of staff but more particularly for the student community.

Achieving the objectives set out for C-SCAIPE requires some experimental work in terms of collaboration and project-based learning that will incur risks which can only be taken as a result of CETL support. These activities will be subject to rigorous ongoing monitoring and evaluation (see Appendices C1 and C2) allowing all experiences to be shared. It is anticipated that these activities will produce further opportunities for joint initiatives, both within the University and beyond, that can not be predicted at outset. Accordingly, whilst the objectives have been set for a five year horizon, we have detailed the work plan for the first two years when initial HEFCE evaluation will take place and set out an outline beyond that date (see Appendix C2).

A summary of the objectives, their delivery mechanisms and targets (with times scales) monitoring and evaluation is provided in Appendix C1 and the work plan detailed for the initial years is contained in the Gantt Chart in Appendix C2. This demonstrates that all the key objectives are addressed from the outset.

Monitoring and Evaluation

The monitoring and evaluation strategy links each objective to a specific process of review and a target where appropriate (see **Appendix C1**). A Management Advisory Group will be set up and will initially meet quarterly (see **Appendix C2**). It will be populated with representatives from the main C-SCAIPE stakeholder groups: KUSS staff (academic and administrative), students, cross-Faculty academic staff, Teaching and Learning Committee, ADC, CEBE, RICS, External Affairs, practitioners, local community. Two 'critical friends' will be appointed to the Management Advisory Group, one from the practitioner community and one from another KU Faculty who sits on the T&LC. They will have a specific remit to ensure compliance with stated objectives and outcomes.

The remit of the Management Advisory Group will be to:

- deal with strategic and development issues relating to C-SCAIPE;
- contribute to the development of strategy to ensure the successful pursuit of set objectives
- ensure that a rolling programme of staff development takes place;
- monitor progress to ensure that C-SCAIPE pursues its established objectives and that outputs are assured;
- receive and debate evaluation reports on the operation and development of C-SCAIPE in line with the success criteria set out in Appendix C1;
- advise the C-SCAIPE team of any developments they are aware of that may support the work of the Centre;
- monitor progress against the risk profile; and
- act as champions of the Centre

⁵⁹ See letters of support 17, 18, 19, 20, 21, 22 in Appendix B.

⁶⁰ These subject areas currently span five different Faculties establishing at HE level the professional boundaries that are reinforced within practice and that are currently undermining the Professions' ability to respond to the sustainability agenda.

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Reward for Excellence (Objective 1)

Staff engagement with the reward structures within C-SCAIPE is critical to its success. The reward structure is a driving force behind the central objective of incentivising and enthusing staff to broaden the delivery of excellence in teaching and learning and link it specifically to sustainability. Evaluation of reward take up is therefore central to the implementation plan (see Appendix C2). From start-up of the Centre, data will be collected on:

- Take-up of rewards
- Range of Schools and Faculties engaged with C-SCAIPE
- Module development
- Local dissemination of experience
- Achievements in national and international dissemination of experience
- Innovation in delivery and subject area
- Achievement of promotion and staff development ambitions in line with the University's established staff appraisal process.

Centre Review Meetings will be scheduled throughout the year (see Appendix C2) to evaluate progress and develop strategy, and will be informed by the data collected.

Embedding of sustainability within the curriculum (Objective 2)

As a key objective, success in embedding sustainability within the curriculum will be closely monitored. The programme of module review (see Appendix C2) is an integral part of the implementation plan and is expected to successfully embed sustainability within the whole KUSS course delivery (75 modules) by end of year two. This will be expanded to include modules and courses in other professional fields, within and beyond the home Faculty, from this point. Embedding of sustainability within the curriculum is not reliant upon delivery through C-SCAIPE but will require interaction with the Centre.

The Sustainability in the Curriculum review⁶¹ provides an excellent base-line for evaluation of progress. Data on module content, delivery and assessment will be collated and evaluated annually to ensure satisfactory progress of the programme of module review.

Changes in delivery methods (Objective 3)

C-SCAIPE will provide the opportunity to break further away from the tradition of lecture-based delivery and to enhance our project-based work. This mode of delivery is ideal for the embedding of social, environmental and economic sustainability principles across a range of inter-Professional disciplines, as through action-learning, students become very much more aware of value sets, more inclined to be self-confident and take ownership of their learning. The potential for growth of a body of staff who teach with this approach will also be enhanced. Evidence of a substantial shift away from traditional lecture-based delivery towards more dynamic, interactive delivery, encouraging discussion and debate within the Professional courses will be a critical measure of success.

Staff/student meetings and staff/student/practitioner meetings will be scheduled throughout the year to enable monitoring of C-SCAIPE's achievements in encouraging this type of successful innovation within delivery. Student feedback, practitioner support and staff experiences will all form important elements within this monitoring process. Qualitative data will be gathered through module evaluation events (see Appendices C1&2) and at each review meeting, and will be supported by quantitative data gathered from student learning achievements.

At least one teaching-team meeting will be held annually for each module to enable academic staff (and practitioners where appropriate) to reflect on teaching and learning issues specific to that module. This meeting will be informed by a module specific data set and will feed into the Module Log Report.

⁶¹ Dawe G, Gant R, Taylor R. 2003 Kingston University: Sustainability in the Curriculum. Kingston: Steering Group for Sustainability.

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Attrition rate (Objective 3)

The attrition rate is a major issue facing professional courses. The teaching and learning strategy of KUSS (and thus C-SCAIPE) addresses this by increasing face-to-face contact with smaller groups of students, improving tutorial support and utilising the findings of the LWWL project. Whilst KUSS has been implementing this strategy, radical change is restricted by the existing infrastructure of timetabling, rooming and space allocation. The creation of C-SCAIPE will help to resolve this obstacle by liberating KUSS and enabling the School more easily to embrace a teaching and learning strategy driven by the needs and requirements of the student, supporting in particular, workshops, tutorials, visiting speakers, site visits, presentations and debate (see Appendix C2).

Achievement under this objective will be demonstrated ultimately by attrition rates. Base-line data exists within University data and will continue to be collected by course and by module. Data will also be collected across gender and entry qualification to ensure attrition rates improve across the student group as a whole. Such data will be of valuable support to pedagogic research within the Centre.

Cross-disciplinary engagement (Objective 4)

Critical to the success of C-SCAIPE will be the extent to which it engages with other Faculties within the University. To achieve its objectives in terms of over-coming interdisciplinary boundaries and exposing students to a range of stakeholder perspectives on built environment issues, at least four of the five KU Faculties must be engaged with C-SCAIPE by the end of the first 5 years.

The Module Review Programme will enable C-SCAIPE staff to be proactive in championing the work of the Centre, ensuring a common understanding of the reward strategy and pursuing appropriate academic cross-disciplinary links. Success will be monitored through the scheduled C-SCAIPE review meetings (see Appendix C2). Data will be collected on the Faculty and discipline origins of those who make use of the resources and services provided, and on the take-up of rewards. Staff will be specifically consulted on their experiences in engaging with C-SCAIPE through the process of disseminating teaching and learning experience.

Participation by and with practice (Objectives 5 and 6)

LWWL and our new alumni / level one mentor scheme demonstrate the importance of the interface between practitioners and students. Interaction with a range of external stakeholders including local community interests as well as professional practitioner representatives is a central tenet within C-SCAIPE'S teaching and learning strategy. Success here will be monitored and evaluated through the number and depth of connections made with a variety of stakeholders, and through the students' appreciation of their relevance. Data will be collected from the outset on the number and range of external stakeholders contributing to module development, module delivery and in advisory capacity. The value of this contribution from the student perspective will be monitored through student module evaluation and through their learning outcomes and achievements.

In providing a physical and virtual resource, C-SCAIPE will extend stakeholder interaction by enabling practitioners to become actively involved by both contributing to and benefiting from the Centre's activities. The range of practitioners and disciplines engaging with C-SCAIPE will be monitored through simple data collection but also through willingness to contribute, for example supply of live project material and research input.

An important innovation within C-SCAIPE will be the setting up of a practice consultancy module to enable students to gain live experience in a learning-centred environment. Whilst this involves risk, it is seen as a refreshing and exciting challenge and one appropriate to the field of study. Effectiveness will be closely monitored against risk through client, student and staff feedback and self evaluation and through the inclusion of external stakeholders within the C-SCAIPE advisory group.

Dissemination (Objective 7)

Dissemination is a critical measure of success for the Centre. Significant routes for dissemination will be:

- Qualitative module review, write up and presentation will be a standard feature of the Teaching and Learning strategy. Whilst produced and presented by staff this will feedback qualitative data from student evaluation and will seek to ensure a continual process of

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improvement and innovation. Over time this will provide a valuable database of experiential development and learning for dissemination more broadly.

- The shared post with CEBE will provide a dedicated post responsible for pedagogic review of C-SCAIPE activities and a gateway for dissemination beyond KU. Presentations will be made on the work of the Centre, initially throughout the University in conjunction with ADC, but ultimately within other institutional settings, particularly through video conferencing facilities and on-line forums;
- Debate with the professions and the local community – sustainability is a fast-moving subject area in which the professional community has a developing interest and a vital role. The Centre will present itself as a source of up-to-date information and debate, inviting the Professions and local community representatives to participate through workshops, CPD events, lectures and seminars. C-SCAIPE will working closely with KU External Affairs and with RICS to ensure and co-ordinated, focused and relevant programme is offered.
- A dedicated C-SCAIPE website will be launched in consultation with CEBE, providing access to down-loadable resources, discussion groups and networks.

The success of the Centre's dissemination strategy will be based on the size and range of the audience it reaches, both face-to-face and virtually. This will monitored through data collection focusing on the range of difference interest groups, the most successful form of events in terms of numbers and diversity, and the extent to which virtual resources are accessed.

Embedding sustainability within University structures (Objective 8)

KU has identified sustainability as a significant issue and is applying sustainability principles across many of its institutional mechanisms including health and safety, HR and estates. C-SCAIPE will support this process of change by providing a focus of expertise able to feed into the committee structures to ensure sustainability becomes embedded as an ideology within senior management thinking and thus within University strategic development. Success in this objective will be determined first by the presence C-SCAIPE representatives as a voice within the committee structures and ultimately by sustainability being clearly embedded within University strategy and review documentation.

Impact

C-SCAIPE seeks to embed a greater awareness and understanding of sustainability in current and future professionals through rewarding excellent staff and enabling them to deliver an exceptional teaching and learning experience for students. By so doing and through disseminating to international audiences, C-SCAIPE expects to improve radically the ability of professional stakeholders to create sustainable communities for future generations. Part C provides a clear vision of how this will be achieved building from the initial basis of the existing KUSS teaching provision. However, from inception, the Centre will be seeking ways to further its influence on practice and the student body, as follows:

- Existing programmes will be re-validated to formalise sustainability within the curriculum.
- New taught masters courses will be developed in light of the work carried out within the Centre in particular in Planning and Sustainability.
- A masters programme based on student learning contracts will be developed to enable a truly flexible approach to be taken to learning, in support of the inter-disciplinary ideology of the Centre.
- An extensive programme of CPD and alumni focused events will be run to facilitate strong relationships with past students and the wider practitioner community.
- A physical, distinctive Centre for professional education to act as a practitioner and student resource network with a national and international reputation.

C-SCAIPE's activities will encourage more research students into KUSS, focusing in particular on pedagogy and sustainability within the built environmental professions. The availability at KU of the MA by research, MSc by Learning Contract and in addition to the PhD, makes individual investigations possible for the busy practitioner. In due time practice-based PhDs, which are under development at KU will present the opportunity to further strengthen and formalise the relationship between practice and the rigours of academic research. This pedagogic development will be particularly valuable in areas of emerging knowledge like sustainability. In summary, C-SCAIPE will have a positive impact on staff and students in KUSS, KU and ultimately the HE sector, in tandem with the practitioner community.

D. THE BUSINESS CASE

Introduction

The outline Stage One business case has been developed but remains in the mid-band, based on actual and anticipated student numbers within KUSS and related programmes. The funds will be used to enable development and further innovation to take place within the area of excellence as detailed in Part C and related Appendices.

Leadership, Management and Administrative Structure

C-SCAIPE will be led and managed to integrate with both KUSS and KU. It will be created to benefit staff and students, as shown by the management arrangements outlined in Appendix D2. It is important that students are included within the management structures as this is part of their preparation for active citizenship.

The responsibility for C-SCAIPE will lie with the key management team (comprising the Head of KUSS and the two Centre Directors⁶² (see Appendix D2)), both of whom also function as part of KUSS. The Centre will therefore be fully integrated with KUSS and the University. Supporting the management team will be a Learning Resources Centre Manager, an administrator and, from Year 2, the CEBE/C-SCAIPE post-holder (the Special Projects Officer), all of whom will be under the direction of the Centre Directors. The management team will be guided by an Advisory Group, (see Part C). C-SCAIPE activity will be reported through KUSS to the T&L Committee and, where appropriate, to the Research Committee.

Financial Control

Financial control will be exercised by the Head of KUSS, in line with University financial regulations. Expenditure will therefore be subject to competitive tendering and standard EU compliant procurement policy.

The Basis of the Business Plan and the Investment Decision Process

Close collaboration has taken place between the Finance Department, the Estates Directorate⁶³, KUSS and members of the Executive to ensure that realistic assumptions have been made. Full economic cost modelling has been undertaken and a range of outcomes evaluated. The projected costs of C-SCAIPE and anticipated outcomes are outlined below with details in Appendix D1. The University recognises by KU that risks are involved and, in line with normal practice a risk analysis has been prepared (see Appendix D2) which assesses likely risks, their probability, impact on performance and identifies management measures to control them. Risk assessment will be a standard agenda item for management meetings to ensure problems are identified early and corrective action taken.

The impact of C-SCAIPE will initially be on staff and students within and related to KUSS. In time this will extend to staff and students on other professionally accredited courses across the University (see Part C) numbering several thousand. Many benefits will flow from C-SCAIPE- some financial, others qualitative. The key ones are identified below and in Appendix D1. Planned linkages with outside bodies, notably CEBE and the RICS⁶⁴ will further extend the impact, thus adding considerably to the value for money achieved.

The Business Plan also provides the foundation for the continuation strategy (see below).

The Capital Bid

Options and the Proposed Solution.

C-SCAIPE will be a physical centre occupying approximately 700 square metres of space, plus the KUSS staff offices. Stage One identified that this should be within the existing estate and located both visibly and prominently and be managed by KUSS. An Operational Estates Policy for C-SCAIPE has been

⁶² The proposed core staff have extensive management experience, see for example support letter from DTI (7, Appendix B2).

⁶³ with the use of external consultants (GVAGrimley DJA Architects) to plan the capital works. These consultants have been working more widely with the University in relation to wider space needs analysis and the work required for the provision of C-SCAIPE will harmonise with the larger University scheme.

⁶⁴ See 3 and 31 Appendix B2

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prepared, which informed the Options Appraisal. This considered a variety of criteria including the need for a long term solution; quality of space; fit to sustainability criteria; cost; visibility; prestige and accessibility to both KUSS and other Schools. The option of renting space was incompatible with the principle of long-term visibility for C-SCAIPE.

Space has presented challenges, as the University is currently developing a new accommodation strategy associated with the purchase of County Hall and the sale of the building where KUSS is currently located. KUSS has worked closely with the Director of Estates and the University's consultants, to identify and evaluate six potential locations. One location was clearly the best fit and has been further developed. Details of the plans and costings of this solution, in accordance with Bid Guidance Annex C, are given on the required forms at the end of Part D.

The development of C-SCAIPE will be in three phases;

1. The capital grant of £1.4 million will provide C-SCAIPE's learning and teaching space and accommodation for the core C-SCAIPE appointees in 2005.
2. Re-location of the remaining KUSS staff in 2007, funded by the University as part of the County Hall reorganisation
3. Full incorporation of sustainable materials upgrade for the lecture theatre and other 'stewarded' space will take place incrementally in line with the University's plan for refurbishment (using sustainable materials best practice) to complete the accommodation strategy.

This scheme will provide a workable, flexible and exciting space within which C-SCAIPE, its students and visitors can operate, within HEFCE's required timescale. The University's estates plan is not yet finalised and approved, so some refinement of the physical plans may be needed, which will be made following discussion with HEFCE.

Revenue Plan and Full Economic Costing

This plan covers the funded period plus a further five years. For the funded period Table D1 identifies the planned revenue costs. Staff time is shown in italics and cost inflation applied at 5% per year. The bid requires full economic costing of the recurrent costs and Table D2 details the faculty and central overhead costs which apply to the activities of C-SCAIPE, together with a split of funding between HEFCE and the University.

Appendix D1 contains details of the anticipated revenue costs. The assumptions in the Tables and Appendix D1 are set out below.

Option Appraisal

In accordance with CETL Guidelines, a financial options appraisal has been undertaken to quantify the benefits of investment. Two options have been considered:

- 'Do Nothing', and
- 'Invest in CETL'.

A sensitivity analysis was applied to the investment option with 'what if' scenarios of 'mid-case' outcome and, most likely, 'best case' outcome.

The resultant 10-year profile is reviewed for the calculation of the rate of return, on a Net Present Value (NPV) basis, using 3.5% interest rate. The 10-year period was considered appropriate time to assess the business case, although C-SCAIPE will continue indefinitely as an engine for innovation and excellence in teaching and learning. The appraisal demonstrates a return over 10 years of between a deficit of £87,000 ('do nothing') to a positive £106,000 ('best case').

Commentary on Revenue spending

Staffing

Most revenue spend relates to staffing. This can be sub-divided into an allowance for management of C-SCAIPE and staff reward. The rationale for cost build-up of these costs is explained below. This should be read in conjunction with Appendix D2, which provides greater detail on the nature and role of appointees. As far as possible, internal appointments will be made and staffing is structured to facilitate close inter-

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action between C-SCAIPE, KUSS and the wider University. All posts will continue after the 5 year period, but will be funded in a variety of ways.

Senior Management Time

The economic cost of Senior Management time (Head of School, etc) in setting up, managing, monitoring and evaluating the activity is included. This recognises the need for both integration with the University and the importance within which C-SCAIPE will be viewed. For continuance the cost is reduced and would be absorbed by the University. **Cost: total £100,000 over 5 years.**

Centre Director (Learning and Teaching) (initially 0.75 reducing to 0.5)

The Centre Director (L&T) will be a PL post and allowance is made for incremental salary growth. It is our ambition that this person will achieve a University Teaching Fellowship through their work with the Centre. Following the 5-year time horizon, they would be active across the University as a senior figure in teaching and learning, but remain based in C-SCAIPE. **Cost: total £183,100 over 5 years.**

Centre Director (0.5) (Sustainability Research)

The Centre Director (SR) will also be a PL and incremental salary growth is included. This postholder will combine the embedding and disseminating research role in C-SCAIPE (see Appendix D2) with externally funded research work. In due course, this post will be funded by external sponsorship. **Cost: total £143,700 over 5 years**

Learning Resources Centre Manager (1.0)

The LRCM will be full-time and provide continuity. Whilst the post will initially be at SL level, it is anticipated that the work of the LRCM should make it appropriate for reward within KU's HR strategy. Accordingly we have projected salary growth above normal levels. We have also included an allowance for PhD fees. At the end of the funded period, this post will be funded by the University. **Cost: total £258,600 over 5 years**

Special Projects Officer (joint CEBE/C-SCAIPE)

CEBE have indicated their intention to work with C-SCAIPE by establishing a jointly funded post from Year 2 of operations. The shared vision for this post is detailed in CEBE's letter of support⁶⁵. The appointee will be researcher grade and by the end of the funded period, we expect support from CEBE to continue with additional support from industry. **Cost: total £81,700 over 5 years (net of CEBE contributions)**

1.5 Senior Lecturers (FTE Equivalents) and Internal Support to other Schools

Academic staff will be seconded to C-SCAIPE on a rolling basis. These posts go to the heart of C-SCAIPE as the intention of the CETL is to reward excellent teaching practice. C-SCAIPE will be used to finance:

- Replacement staff to cover secondments;
- Incentives for good teaching and research, such as Teaching fellowships;
- Special incentive payments for small projects; and
- Sabbaticals.

These will occur over the full funded period and beyond. Whilst the initial emphasis is on KUSS staff, finance will be used to allow appropriate staff from elsewhere in the University (such as Architecture, Law, Engineering and Social Work) fully to participate in the Centre.

Providing replacement staff can refresh and extend teaching capacity and potentially introduce new people to a career in Higher Education. It also introduces students to a wider range of real world experience. Staff functions other than teaching may also be covered in order to free academics to work with C-SCAIPE. Continuation support will be sought from funds generated through short-course activity; through use of the University's sabbatical programme; by sponsorship and joint C-SCAIPE/ practice initiatives. **Cost: total £576,500 over 5 years**

Administration

From day one appropriate administrative systems will be developed and embedded, which requires a full-time position. At the end of the funded period this post will gain University funding. **Cost: total £127,800 over 5 years**

⁶⁵ Letter 3, Appendix B2

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Increments and Rewards

Participation in C-SCAIPE will lead to salary enhancements and one-off reward payments in line with University policy. Some staff will be rewarded via the University's Teaching Fellowship Scheme. We plan to include pedagogic research related to the themes of C-SCAIPE and expect that some staff to be 'rewarded' through staff development funds. After the funded period, the costs of these rewards will form an integral part of HR funding. **Cost: total £19,000 over 5 years**

Support to PhD students

Part C illustrates our plans to grow research students linked to C-SCAIPE. To stimulate growth, the initial students will be supported in terms of fees and bursaries. In due time, this is expected to become self-supporting. **Cost: total £40,000 over 5 years**

Learning Materials

C-SCAIPE will develop a body of learning materials in both web-based and hard copy format and will make extensive use of KU's Electronic Learning System (Blackboard). Resourcing on this scale involves substantial costs. The major costs of IT have been included in the capital bid.

Additionally we intend to develop a collection of sustainable building materials, so that students are better informed and equipped to enter practice. At the end of the funded period, most of these costs will be absorbed but external support for LRC materials will be sought. **Cost: total £40,000 over 5 years**

Evaluation

Our proposals are set out in Part C and Appendix D2. There are three places where evaluation takes place: i) within the remit of the Special Projects Officer; ii) the external 'critical friend'; and iii) within University central activities (covered by overheads).

Travel/ Field expenses

This relates to two types of expense: first, funding for field trips/ site visits connected with the growing project base of our learning and teaching strategy and second, visits to other institutions and to employers and professional bodies, both to develop the Centre and plan funding the continuation of C-SCAIPE. **Cost: total £50,000 over 5 years**

Dissemination (internal and external)

Dissemination is detailed in Part C and will be part funded through our CEBE and professional body (initially RICS) links. This is in addition to the post of Special Projects Officer, whose activities include dissemination. **Cost: total £145,000 over 5 years.**

Commentary on Options Appraisal: the Benefits of C-SCAIPE

Many benefits will flow to C-SCAIPE's stakeholders (see Table D3 and Appendix D1). Our original planned outcomes for C-SCAIPE are represented in the 'Mid Case' scenario. However the positive support we have obtained during development of the Stage Two bid has encouraged us to raise our levels of aspiration to those illustrated in the 'Best Case' scenario. These two scenarios are compared with the 'Do Nothing' option, which itself incorporates change - although it assumes there is no investment in KUSS, student numbers, applications, retentions and acceptances should improve following the relocation of KUSS consequent on the purchase of County Hall. This move would itself expect to yield an improved application and retention rate, which will reduce the School's dependence on clearing.

The investment options show improvements in a range of key variables (see **Table D3** and **Appendix D1**) including:

- Improved application, conversion and retention rates leading to increased efficiency;
- Growth in postgraduate fees and postgraduate student numbers (including research students);
- Reduced reliance on Faculty support as a result of posts directly employed by C-SCAIPE;
- Increased revenue surplus from CPD;
- Increased visibility leading to increased consultancy revenue surplus and possibility of sponsorships.

The rationale for the benefits is as follows:

Better Physical Environment, more engaged staff, revised delivery methods and enhanced SSRs:

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In combination these will deliver improved application, conversion and attrition rates. These have direct financial benefits arising from less pressure on recruitment and marketing; enhanced learning and teaching outturns; improved student numbers in Levels 2 and 3.

Revised curricula and delivery methods and time to engage with other schools across the University

These benefits will support cost-effective delivery at undergraduate level but, more importantly, they will lead to new Masters programmes and possibly foundation degrees, within KUSS and the University as a whole. The growth of postgraduate work is important to KUSS and builds on a rapidly growing postgraduate profile and student numbers.

Embedded research in sustainability and pedagogy

This will further enhance KUSS' established research reputation and support the recruitment of research students. It also provides leverage for gaining additional research consultancy and grants and for sponsorship from industry.

Enhanced reputation and a physical presence

The importance of enhanced reputation and physical presence afforded by achieving CETL status is not under-estimated. Already, reaching Stage Two has enabled us to enter into provisional agreement with CEBE and with RICS, our lead professional body. Success at Stage Two will help us build on these relationships, develop other linkages and grow our mid-career educational activities to generate surplus with which to help assure continuance.

Risk Assessment

We are fully aware of the uncertainties inherent in the outturn of any venture such as C-SCAIPE, which has as part of its brief to both innovate and take risk. Accordingly, a risk analysis is included at Appendix D2.

Continuation Strategy

A strategy has been developed to ensure C-SCAIPE continues to operate and grow after year 5. This will be monitored and refined during the funded period and beyond. Fundamental to the strategy is that C-SCAIPE will remain embedded within KUSS, but will increasingly operate within a wider context both within and outside the University. Appendix D1 sets out the costs and benefits anticipated for years 6-10 which show a convincing business case for the University to continue its support for C-SCAIPE.

An expansion of activity within KUSS

The outturns predicted for C-SCAIPE will see real growth in KUSS activity, notwithstanding the inability to grow HEFCE-funded undergraduate numbers. This expansion of activity, related to teaching and learning, research and 'out-reach' activity will supply an increased resource base to partially absorb the revenue costs of the Centre. The Management Team will 'champion' the Centre, a factor that will be critical to its success.

The Development of Education for Sustainability embedded within KU

KU is already investing in sustainability. The current commitment of HEFCE, our Senior Management, the KUSS team and the activities of SGS, SAS and the HEIF team demonstrates that this is unlikely to diminish. Thus C-SCAIPE will increasingly be viewed as part of the suite of Centres and initiatives devoted to real 'triple bottom line' engagement. This will be able to attract support through targeted initiatives within the University (such as HR funding).

University Support

Some of the costs of C-SCAIPE relate to staff rewards and the management of ICT facilities. These costs will be absorbed by the University as the benefits identified above come to fruition.

External funding from the profession

We anticipate that C-SCAIPE will quickly develop the potential and reputation to attract further industry funding to support its work. KUSS has a successful track record in this and it will be the responsibility of the Directors of C-SCAIPE with the Head of KUSS to work to obtain further industry funding.

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Table D1: Revenue Costs for Funded Period for C-SCAIPE

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
In £'000's	Mar 05 - Feb 06	Mar 06-Feb 07	Mar 07-Feb 08	Mar 08-Feb 09	Mar 09- Feb10	Years 1-5
C-SCAIPE Revenue Costs						
Senior Management Time	18	20	22	20	20	100
<i>Centre Director (T&L) FTE</i>	<i>0.75</i>	<i>0.75</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	
Centre Director (Teaching & Learning)	42	44	31	32	34	183
<i>Centre Director (Sustainability Research)</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>	
Centre Director (Sustainability Research)	26	27	29	30	32	144
<i>Learning Resources Centre Manager</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	
Learning Resources Centre Manager	47	49	52	54	57	259
<i>Special Project Officer (CEBE & Industry co-funded)</i>			<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	
Special Project Officer	-	-	52	54	57	163
<i>Senior Lecturers (FTE)</i>	<i>1.5</i>	<i>1.5</i>	<i>1.5</i>	<i>1.5</i>	<i>1.5</i>	
Senior Lecturer reward & time bought	75	78	82	86	91	412
<i>Administrator/secretarial support</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	
Administrator/secretarial support	23	24	26	27	28	128
Support to PhD students				20	20	40
Additional increments/awards	-	3	5	5	6	19
Total Pay Costs-C-SCAIPE	230	246	297	309	324	1,406
Learning materials	15	10	5	5	5	40
Travel/field expenses	10	10	10	10	10	50
Internal support to other schools	15	25	35	45	45	165
Internal support/dissemination	10	15	15	15	15	70
External contact/dissemination	15	15	15	15	15	75
Contingency	5	5	5	5	5	25
Total Other Direct Costs C-SCAIPE	70	80	85	95	95	425
Total Direct Costs C-SCAIPE	300	326	382	404	419	1,831
Externally funded post(s)						
<i>Special Project Officer</i>			<i>(1)</i>	<i>(1)</i>	<i>(1)</i>	
Special Project Officer	-	-	(26)	(27)	(28)	(81)
Total External funding	-	-	(26)	(27)	(28)	(81)
Total Direct Costs after External funding	300	326	357	377	391	1,750

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Table D2: Full Economic Costs Analysis for Funded Period for C-SCAIPE

The bid requires full economic costing of the recurrent costs of C-SCAIPE. The table below details faculty and central overhead costs which are applied to the activities of C-SCAIPE, together with a split of funding between HEFCE and the University.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	Mar 05 - Feb 06	Mar 06- Feb 07	Mar 07- Feb 08	Mar 08- Feb 09	Mar 09- Feb10	Years 1-5
Total Direct Costs after External funding	300	326	357	377	391	1,750
Faculty overhead	46	49	59	62	65	281
Central overhead	300	323	371	389	405	1,788
Total Faculty and Central Overhead	346	372	430	450	470	2,069
Full Economic Costs	646	698	787	827	861	3,819
HEFCE funding	(300)	(326)	(357)	(377)	(391)	(1,750)
KU funded-FEC for years 1-5	346	372	430	450	470	2,069

Table D3: Options Appraisal Key Data

The following table details the Key Data by Year 10 for the 2 options and 1 sensitivity analysis. NPV is also quoted for the 3 scenarios. Detailed business plans are included in Appendix D1

By Year 10-Key data	Do Nothing	Mid-Case	Best Case
Students			
Undergraduate-Home/EU	296	297	298
Undergraduate-Overseas	12	20	25
Postgraduate	50	130	166
Total students	358	447	490
Student:Staff ratio	35.0	35.0	34.0
Attrition Year 1	15%	12%	10%
Attrition Year 2 onwards	5%	3%	1%
Acceptance Ratio	14%	14%	25%
Cost Inflation	5%	5%	5%
Fee inflation	2.5%	2.5%	2.5%
Consultancy surplus	-	45	85
Short course income	90	160	240
Short course surplus	56	104	156
NPV at 3.5%	(87)	13	106

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Annex C

Capital funds: building and equipment definition form

Please complete this form in black ink or type using a minimum size of 10-point type. Up to four A4 sheets of supporting information, including location and floor plans, may be added; these should be firmly attached.

Capital bid value **£1,400,000** (to be spent in Year 1)

Type of project (✓) Building Equipment Mixed

1. Is this project the subject of another HEFCE funding bid (✓): Yes No

If yes please give details

N/A

2. Brief description of capital bid

The works proposed (see accompanying plans and perspective) comprise the refurbishment and alteration of some 700 square metres of space within the main building on the Penrhyn Road Campus (which is owned freehold). The area to be redeveloped is in need of refurbishment to bring it to modern Building Regulation standards on heating and lighting.

The scheme comprises a mix of new-build and refurbishment: the internal reconfiguration of space currently used as offices, the enclosure of an unused courtyard and the conversion of current circulation area into usable space. The scheme will increase the efficiency of use within the Penrhyn Road site and provide high quality flexible teaching and learning space together with meeting rooms and accommodation for core C-SCAIBE staff. The ‘decant’ implications of the scheme have been minimized and can be accommodated within the University’s overall plans.

The siting of C-SCAIBE ensures high visibility within the heart of the University and easy access for the staff and students who will use the Centre. The area is close to the main Campus Reception and fronts a main arterial route into Kingston Town Centre. It is opposite the Surrey County Hall building being acquired by the University for use as office and teaching accommodation.

In addition to building works, capital funds will be used for the procurement of computing and video link equipment for teaching and learning.

3. Building project

Building project⁶⁶

Element	New build cost *	Refurbishment cost*
Total building cost	594,000	290,000
VAT	104,000	50,500
Professional fees (inc VAT)	126,000	61,000
Fitting out (inc VAT)	Incl	Incl
Any allowance for increased costs between the bid and letting the contract	Excl	Excl
Total project cost	824,000	401,500
Gross floor area m ²	286	426
Net floor area m ²	286	237
Number of storeys	1	1
Geographical location	Kingston	Kingston

At prices current on 3rd Quarter 2004

⁶⁶ See the list of suggested elements to consider at the end of this annex.

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4. Please list any special factors that will affect building costs, such as site conditions, restricted access, town planning constraints and special requirements.

Build cost is affected by the internal nature of the scheme, as the site forms part of an operational University. This means that access around the site must remain functional throughout the build; in particular the circulation space surrounding the scheme must be kept accessible.

The courtyard infill new build works require the diversion of existing services to enable the courtyard to be developed efficiently.

5. Where the need for additional space forms part of a bid, please demonstrate why the extra space is required and how it will contribute to the sustainability of the institution's infrastructure.

The University is in the process of acquiring Surrey County Hall, Kingston upon Thames. As a consequence the University is in the process of conducting both a 'block and stack' exercise and a complete assessment of accommodation needs and some major works are in the planning stage. The funds for this CETL will be used as detailed in the bid and will tie in with the ongoing overall estate plans for the University. The objectives are to both increase the overall efficiency and density of use of its existing estate and simultaneously, to upgrade the accommodation in accordance with modern legislation will increase the use of sustainable materials. In analyzing the estate and taking account of student and staff surveys, it has been recognized that there is a need to improve the facilities for social space better to meet the social needs of its user community. The scheme for C-SCAIPE is compliant with these aspirations.

KUSS currently operates from Knights Park, a site that is removed by a few hundred yards from the Penrhyn Road campus. This accommodation is restricted and insufficient to house the growing activities associated with C-SCAIPE.

Additional space is required over and above that currently occupied by KUSS due to:

- Increased numbers of staff (minimum 2 initially) and to provide accommodation for staff from subject centre (CEBE) and lead professional body (RICS) as the Centre develops.
- The need to create an inter-active learning and teaching environment that will provide:
 - space for students and staff to mix
 - an appropriate environment within which to run projects, workshops and debates and
 - a space within which students and academics from across the University and from professional practice can meet and exchange ideas.

The planned space cannot be created at Knights Park as the building is to be sold as part of the County Hall project. Instead it will be created within KU's existing estate and will utilize in part an area that is currently not developed, thus creating greater efficiency across the estate.

In creating C-SCAIPE, the University will improve its space efficiency and improve the quality and quantity of the learning and teaching space available to KUSS and others. The intensification of use is in line with the evolving University space strategy. The procurement requirement for sustainable materials will meet HEFCE guidelines as well as fulfilling the intentions of C-SCAIPE.

Our vision for the space has been endorsed by CEBE, who see C-SCAIPE as "*something of a 'theatre in the round' – a place where staff and students from other institutions can meet and where new Built Environment lecturers; external examiners; and trainers, mentors and part time teachers from industry can come and observe, ask questions, and where appropriate, participate*" This vision cannot be met within the existing KUSS space, but can be achieved within the existing University Estate with careful space planning and the intensified use, as detailed in the plans.

One key feature of C-SCAIPE is its function as a place that facilitates social inter-action - between staff; staff and students; and staff, students and practitioners. In order to achieve this, the space produced must include both formal and informal space. The courtyard development will achieve this.

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Equipment

6. Please provide details of the cost of equipment to be purchased.

Element	Capital cost (£)*
IT equipment (provisional cost)	£58,500
Video conferencing equipment (provisional cost)	£20,000
Furniture, to include high grade flexible seating for the debating room and high quality fitted furniture in the inter-active space. (NB: all furniture to be sourced from sustainable materials) (provisional cost)	£50,000
Loose equipment (provisional cost)	£10,000
Decant and move existing materials and staff from KUSS to C-SCAIPE (nb: it should be noted that not all KUSS staff will move to C-SCAIPE, although in the implementation phase of the University's accommodation strategy, remaining staff would be located adjacent to C-SCAIPE (provisional cost))	£10,000
VAT	26,000
Installation costs (inc VAT)	Incl
Total equipment cost	174,500

* At prices current on 3rd Quarter 2004

Elements of building projects – reference list

Element	New build cost *	Refurbishment cost*
Substructure	5,000	0
Superstructure	384,000	84,000
Finishes and Fittings	16,000	66,000
Services	69,000	84,000
External Works	7,000	0
Preliminaries	72,000	35,000
Total (less contingencies)	553,000	269,000
Contingencies	41,000	21,000
Total building cost	594,000	290,000

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A2	CORE STAFF CVs
B1	EVIDENCE OF EXCELLENCE IN TEACHING & LEARNING
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**APPENDIX A1
DETAILS OF COURSE PROVISION INCLUDED WITHIN C-SCAIPE**

Current Provision

KUSS has some 330 FTE students enrolled on vocationally-orientated programmes. Our particular strengths focus on the underlying theme of sustainability, strong practice links and our excellent approach to both curriculum design and delivery. We believe that students only become active citizens if they are both innovative and reflective learners; this we seek to achieve through **practice-based projects** and by **challenging curricula**. Whilst growing capacity in blended learning in line with institutional strategy, we recognise the need constantly to *apply* learning and debate findings face-to-face with peers and students.

Staff members within KUSS have been instrumental in driving forward KU's own response to sustainability through their innovative and responsive teaching strategies and through membership of the University's Steering Group for Sustainability (SGS)⁶⁷. The relevance of this Group as a mechanism to work alongside C-SCAIPE is seen as significant, and it will therefore be represented on the Advisory Group (refer Appendix D2). The decision by KU to create both a sustainability facilitator and a sustainability researcher post as part of its human resources strategy⁶⁸ implementation will help KUSS staff, through C-SCAIPE, to further develop their work and enhance its impact across the University and beyond⁶⁹. Expertise developed through major industry and Government-funded practice-based sustainability research that involve our alumni⁷⁰ has already been fed into the curriculum, enabling us to engender a breadth and depth in understanding of sustainability within our graduates that we consider unique. All these aspects will be developed further through C-SCAIPE.

Course Provision

C-SCAIPE will initially include the current provision within KUSS. KUSS is one of the very few Schools in the country to offer, within a single organisational unit, a portfolio of courses that take an holistic approach to Surveying professional education at all levels of delivery. This is achieved by a careful inter-weaving of modules combining the study of the management, development, construction, economics, planning, land information systems, appraisal of and investment in Real Estate. The curriculum is increasingly underpinned by the sustainability agenda, to enable students to understand their profession and its role in achieving a sustainable society, whilst still achieving a differentiated subject specialism, but the potential exists for more to be done. Validated courses are:

BSc (Hons) Building Surveying	BSc (Hons) Property & Land Information Systems (jointly with Earth Science & Geography) (no students yet enrolled)	BSc (Hons) Property Planning and Development
BSc (Hons) Quantity Surveying Consultancy	BSc (Hons) Real Estate Management	MA Arbitration and Dispute Resolution (jointly with Schools of Engineering and Law)
MA European Real Estate	MSc Real Estate (commenced Sept. 2004)	MA Sustainable Futures (jointly with School of Architecture & Landscape)
MA by Research	Masters by Learning Contract	PhD by Research

Most, but not all, courses are offered full - and part-time and although many undergraduates take a sandwich option, all are offered real world experience. This flexibility within delivery enables KUSS to

1. The SGS is a cross-University group representing all Faculties and major service departments – see main bid document.
 2. KU's HR strategy supports innovation and these posts are examples of the way it is being used as a vehicle to enhance the rate of change and development of ideas.
 3. SGS hosted a national conference in 2003 on sustainability in the curriculum in which it reported the results of an audit of sustainability within KU's curricula; it is now planning another event and is currently working on involving students on waste management projects.
 4. KUSS is currently running two major projects following successful completion of two others. Embedding of findings is already in place and the School has a philosophy of research staff being active deliverers.

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support the needs of a diverse student body and underpins our strong links to the profession. Additionally KUSS offers CPD and LLL⁷¹ for professional surveyors and those at final qualification stage (APC⁷²). All undergraduate programmes, the MA in European Real Estate and the MSc in Real Estate are accredited by the Royal Institution of Chartered Surveyors (RICS), with whom KUSS has a partnership agreement. The MA in Sustainable Futures and the MA Arbitration and Dispute Resolution Practice are aimed at mid-career professionals.

Core Staff and claim for excellence

The School's substantial teaching experience is underpinned by professional practice and practice-based research, which provide a successful basis for delivery (see Appendix A2 for short staff CVs and Appendix B1 for examples of excellence within the core team and). This success is evidenced through staff being requested to participate in a range of professional events⁷³ and activities and through the thriving CPD and APC⁷⁴ training programmes associated with KUSS, and the School's financial endorsement by leading Professional firms. Our strength in this area was recognised by QAA where our delivery was described as "*reflecting the changing professional context and encouraging creativity, problem-solving abilities, powers of independent thought and transferable skills*".

Recent staff innovations at module level have led to:

- The introduction of key subject lectures and structured tutorials that are recorded and made available on line. This module achieved the best pass rate of all Level 1 modules within the School following this innovation, with the exam achieving a 96% pass rate.
- Psychometric testing to assess the students' approach to learning in the context of approaches to consultancy work, problem-solving and innovative approaches to solutions. It shed light on students approaches to learning within the academic arena. It is proposed to test the same students in Year 3 to assess change.

In addition to our core staff, the School has the support of a team of practising Professionals providing up-to-date, market-based input to a range of modules, ensuring currency and relevancy within module content. KUSS's achievements and its added value to the student experience were fully recognised by QAA. Delivery was identified as "*firmly related to professional needs*" and "*fulfilling educational, professional and vocational requirements, reflecting the changing professional context and encouraging creativity*". (QAA, 1997).

Curricula Informed by Sustainability

KUSS is currently leading two Government- and Industry- funded projects investigating sustainability:

- Integrating Social Responsibility Policy into Property Investment Practice.
- Making Sense of Sustainable Property: Seminars for Property People.

These build on research carried out for the Sustainable Construction Task Group investigating the business case for sustainable property, and a DTI-funded project "*Buildings: a New Life*⁷⁵", investigating the characteristics of buildings that last. KUSS has a policy that all research-active staff are involved in course delivery. Consequently knowledge developed through each project is already being transferred into the curriculum through the teaching of property investment, facilities management, business management, sustainable development and financial resource management and through the briefing sessions and tutorial support for the project-based modules.

KUSS participates actively in the KU Steering Group for Sustainability (SGS) which instigated the '*Sustainability within the Curriculum*' Audit. This exercise investigated the extent to which sustainability is already embedded within delivery across the University and the potential for increasing this. The findings were presented to the Learning and Teaching Workshop and generated debate and discussion

⁷¹ Continuing Professional Development and Life Long Learning, as required by a range of built environment professional organisations.

⁷² Assessment of Professional Competence

⁷³ For example, two members of staff are addressing, by invitation a leading professional conference in November to present cutting-edge work on sustainability appraisal. Preliminary findings are already included in postgraduate taught delivery.

⁷⁴ Assessment of Professional Competence, the final pre-qualification assessment for Chartered Surveyors. In 2004 alone in excess of 400 students have attended these short courses.

⁷⁵ Now published in book form

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exploring the extent to which sustainability is relevant in different ways to different disciplines. This theme will be taken up by C-SCAIPE in its curriculum work.

Since our Stage One submission, KU, as part of WestFocus, has been successful in their HEIF 2 bid. This funding was based on a claim for excellence in several areas across the contributing Universities. KUSS contributed to the submission for KU to lead on sustainability. As a result KUSS will benefit from significant funding and will they lead a network in sustainable property. This again will provide linkages and information to inform curricula.

Sustainability is currently embedded within teaching in KUSS through the following undergraduate and postgraduate modules:

Undergraduate:

BSc (Hons) in Building Surveying, Property Planning and Development, Quantity Surveying Practice, and Real Estate Management.

- Design Appraisal SV1003
- Construction & Development SV1022
- Leisure and Society SV1008
- Level 1, 2 and 3 Projects SV1019/1011/1012/1013/2230/2221/2222/
3038/3046/3037
- Building Science SV2203
- Development Design SV2207
- Sustainable Development & Appraisal SV2237
- Commercial Property Market Analysis SV3049
- Building Control SV3030
- Building Heritage SV3031
- Design Theory and Practice SV3104
- Environmental Science SV3013
- Property Strategy & Funding SV3041

Postgraduate

The MA in European Real Estate

- Sustainable European Built Environment SVM120
- European Development, Planning
and the Environment SVM105
- European Property Investment & Appraisal SVM102
- Management in the Built Environment SVM106
- European Valuations: principles
into practice SVM 123

The MA Sustainable Futures is delivered jointly between the School of Surveying and the School of Architecture and Landscape. All modules directly address issues of sustainability and include:

- Context of Sustainability SFM002
- Economic Sustainability SFM003
- Social Sustainability SFM004

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- Environmental Sustainability SFM005
- Sustainable Design SFM006
- Sustainable Investment SFM007
- Regeneration SFM008
- Integrated Disciplinary Project SFM009

Some of the modules on the MA in Sustainable Futures are also available to students on other programmes in both KUSS and the School of Architecture & Landscape. For example, the Context of Sustainability module is running this academic year with students from three different programmes, in addition to the MA in Sustainable Futures.

Existing Project Base

Project modules are delivered at all taught levels and combine theory with site visits and information and advice from practitioners. They form a highly successful element of delivery that regularly receives positive feedback from students and practitioners (see Appendix B1). The existing project base includes examples such as the following:

Level 1

- Project 1 (PPD) – site visit to a City of London office building. This is supported by a practitioner lecture on the role of the Surveyor and the City office market with additional information from practice. It is assessed through a comparative study of the markets and a presentation.
- Development module – walkabouts within Kingston to establish the urban growth patterns of the town and propose an ‘ideal’ alternative. Secondary research conducted in groups to support a final assessment through an exhibition and report of ideas plus individual reflection on the process.

Level 2

- Development Design – a visit to appraise a site for a commercially-viable, residential development. This is assessed by a series of ‘crits’ leading to a final presentation of a design scheme to the ‘client’.
- European Field Project 2 – residential field trip to Dublin to investigate commercial property markets. Primary and secondary research carried out in Dublin, supported by site visits and information and advice from local practice-based sources. Assessed through a report and presentation to an audience including practitioners. In 2004 this module was supported by a Dublin-based Property Developer offering a substantial cash prize.

Level 3

- Design Theory and Practice – a live project undertaken with the Historic Royal Palaces involving the refurbishment of 18th Century outbuildings within Richmond Park for conversion into a replica Victorian Pharmacy. The project encompasses site and condition surveys, brief formulation with the client, site meetings, preliminary designs, liaison with planners, and consideration of appropriate materials and designs to match the proposed building period. It is assessed by individual student design presentations from which a suitable design is chosen by a panel of professional and client representatives.
- Projects 3 (REM) – the European Challenge is a Real Estate and Business project sponsored by the RICS and major consultancy firms. The multi-national teams comprises students from Universities in Poland, The Netherlands, Denmark and from Kingston University in the UK. Their brief is to provide a strategic business proposal for a fictitious international conglomerate wanting to find a new European headquarters. The teams are able to meet the Board of the company and each team is allocated a European city. They have two project weeks based in different European cities and a visit to their respective project city. Communication is via an online portal. The final week involves presentations to tutors and a final selection of who will present to a team of professional practitioners at a public venue.

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- Property Appraisal & Investment 3 - is an example of matching assessment strategy to learning outcomes by providing a link between academic theory and its practical application. Students undertake the role of professional advisors to a fictitious client who is considering a specific building or site as an extension to their property portfolio. Students visit the site and prepare notes, valuation information and local economic data. They are then presented within the examination with a fuller brief as to the client requirements. Answers are formulated into a draft professional report.

Level M

- Conference Paper module - students present the findings of their dissertation in a conference environment. The audience includes external examiners, practitioner visitors, senior University management and the new cohort of MA students. The module aims to assess the ability of students to present research results in an open forum environment and publicly debate the content of that research. It also provides the opportunity for the incoming cohort to appreciate the variety of subject matter covered on the course, see where they will be in a year (or two) and socialise with the exiting cohort. (As of September 2004 this event is being supported financially by Jones Lang Lasalle up to £5,000 each year.)
- European Development Planning and the Environment module – a site visit to Southampton to appraise a large redevelopment site with input from local practitioners and the planning department. Assessed by presentation to the ‘client’ and a feasibility study report.
- MA Integrated European Project (now renamed European Valuations: principles into practice and the content expanded) – a residential visit to the continent to appraise the commercial market for a hypothetical client who is considering relocating to the chosen city. The module aims to enable the students to work as teams, and to engage in primary and secondary research in a live market situation with access to local Professionals for advice. Assessment incorporates critical reflection to enable the learners to understand what they have achieved within the module.

The variety of assessment of modules at all levels includes written and oral formats, presentations and exhibitions, posters, critical reflection and innovative exam techniques such as exams based on live practical examples through site visits. These are designed to develop skills such as team work, articulation, creative thinking and problem-solving.

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APPENDIX A2

CORE STAFF CVs

The hub of C-SCAIPE will be KUSS. The core staff of KUSS will all be involved with the Centre, as it is on their collective excellence that these proposals and vision are based. All KUSS staff have been involved with the development of the bid and see C-SCAIPE as a means of further developing their expertise through the range of mechanisms set out in the bid. C-SCAIPE will provide further opportunities for part-time staff and those in other Schools and Faculties not listed here.

Aspects of the relevant excellence of core staff are shown in Appendix B1; below we set out brief CVs (in alphabetical order) of the staff who will be directly involved with C-SCAIPE from inception. The remaining staff listed in Appendix B1 will become actively involved as C-SCAIPE develops. All staff hold both academic and relevant professional qualification; most are RICS members.

Richard Cheeseman MA, DipSurv BS, PGDipHE (Management), FRICS Senior Lecturer

Richard Cheeseman, who has significant professional practice experience, is Senior Tutor in Building Surveying and has special responsibility for sandwich students on this route. Several of the modules for which he is responsible are ones that we have flagged in **Appendix A1** for the embedding of sustainability within their syllabi and delivery. He has also been successful in running live student projects and with the development of C-SCAIPE, he will be able to develop further this aspect of his pedagogic practice, including the live student consultancy. His research interests focus on environmental policy and strategy and the maintenance of historic buildings, all of which are firmly within the sustainability agenda and in line with the philosophy behind C-SCAIPE.

Nigel Dubben BSc (Econ) MSc MRICS Senior Lecturer

Before he became an academic, Nigel Dubben had a long career at a senior level in property and construction and dealt with many projects where sustainability was important. Schemes such as hospital developments, shopping centres and marinas all have serious environmental implications and this experience, including that of witness to major planning enquiries acting for the lead developer, now feeds back into his work within KUSS. His teaching in Sustainable Development and Appraisal (SV2237) and Property Strategy and Funding (SV3041) benefits especially from this experience.

In his current role Dubben is Senior Tutor for the Real Estate students and he acts as placement tutor for them and for the Property Planning and Development students, thereby ensuring good links with practice. He is responsible for the major undergraduate residential overseas field trip which has been successful in attracting live project work and student prizes. His professional links are further strengthened by his role as APC assessor, as a representative on the Employers Training Forum and as a regular speaker at professional conferences. He has been actively involved in funded projects such as FTDL projects and his personal research is leading to a book, *Property Partnerships*, currently in progress which deals, in part, with sustainability in public and private development partnerships. The development of C-SCAIPE will better enable him to further his curriculum development, notably the project-based modules and professional linkage work.

Louise Ellison BSc (Hons) MPhil MRICS Senior Lecturer / Researcher Project Manager

Louise Ellison has been actively involved in the teaching, management and development of undergraduate and postgraduate surveying education for over ten years. She has a wide experience of effective project based fieldwork, organised both nationally and internationally, focusing on the analysis of operational aspects of property markets. Her co-authored text book, published by Blackwells, *Corporate Property Strategy: Aligning Real Estate with Business Strategy*, has been well received as an effective and useful teaching aid. She currently contributes to undergraduate and postgraduate modules within KUSS on sustainable property and corporate property management issues.

Ellison has an established and respected research record in both sustainability and professional education and organisation. For example, her research on the progress made by women within the surveying profession has led to her publication in *Women in Management Review*, the publication of *Raising the Ratio: The Surveying Profession as a Career* by RICS in 2003, a successful conference event hosted by RICS in July 2004 and the development of a pilot Benchmarking tool for the Profession. Further papers are anticipated from this strand of her research. Louise is currently working primarily on the major funded sustainability projects, the contracts for which she won jointly with Sayce. To date this has resulted in four jointly authored papers and numerous presentations to industry; it has also been instrumental in

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establishing, successfully, the credential for the HEIF 2 bid, and she will now be responsible for leading the property sustainability network which will dovetail with the work of C-SCAIPE. As a research active academic specialising in sustainability and disseminating work across the profession, she has a key role to play in C-SCAIPE.

Amanda Lewis BA (Hons) DipArch MSc RIBA ILTM Principal Lecturer, Director of Postgraduate Studies

Amanda Lewis spent some years as a practising architect before making a move to the surveying profession and subsequently entering academe. In her current role she is responsible for the management of KUSS's postgraduate taught programmes and in particular she has played a vital part in the development of new courses, such as the MA in Sustainable Futures and the MSc in Real Estate. She is a member of the University's Learning and Teaching Committee and she has an excellent record in pedagogic innovation, including the development of, *inter alia*, the conference module. Her teaching practice embeds sustainability almost throughout and she has been responsible for several of the modules and projects listed in Appendix A1.

Lewis's research interests and record are a fusion of sustainability and professional education and organisation and are, therefore, fundamental to and entirely consistent with developing the aims of C-SCAIPE. She has been co-director (with Sayce) of the Learning to Work: Working to Learn project, which has resulted in conference papers to both the RICS Cutting Edge and to the International Sustainable Development Research Conferences. She has also presented on how to meet the needs of sustainability for the 2003 BEAR conference, has published on sustainable built environment education (design in surveying, interdisciplinary education and practice and institutional practices). In addition, she has also developed the research of a Masters' graduate into a publication in response to the funding by the FIG Research Foundation (with Bailey and Plimmer) on rural sustainability in planning.

She has a Postgraduate certificate in teaching and learning in higher education and is a member of the Institute for Learning and Teaching in Higher Education (now the Higher Education Academy). As the senior member of KUSS staff with special responsibility in Teaching and Learning she has a key role to play in C-SCAIPE.

Professor Sarah Sayce BSc (Hons) Ph.D. FRICS IRRV Head of School

After working in professional practice, Sarah Sayce became an academic some twenty years ago and for over a decade she has been the Head of the KUSS. Under her leadership the School has developed very significantly both in relation to the courses it runs, including the introduction of Building Surveying, Property Planning & Development and the entire suite of M level programmes. During this time the school has also developed its research capability, including the level of its funded research and the introduction of PhD students. Relationships with practice have also been enhanced to their current excellence, as demonstrated in Part B. She also retains links with teaching and is involved with the both undergraduate and postgraduate delivery.

Sayce's personal research interests have developed from appraisal techniques and investment in leisure property (she was a founded member of the Leisure Property Forum, a pan-industry group of some 350 professionals and her leisure interests were core to her PhD thesis) to broader concerns within the field of sustainability and professional standards and in both areas she has numerous national and international publications including her recent co-authored book *Building Sustainability in the Balance: promoting stakeholder dialogue* which resulted from a DTI funded project. She has led research within the School and the funding bids which have resulted in much of the work of professional education and organisation, for example the *Discipline Network in Surveying, Learning to Work: Working to Learn* project, the CAPS (*Career Acquaint for Potential; Surveyors*) Project and that on sustainability including the major DTI funded programmes.

Across the University Sayce has several roles and she currently sits on Academic Board and Academic Quality and Standards Group as well as being a key member of the Steering Group for Sustainability. Her links outside the University are mainly with the profession (including membership of the south-East Regional Board and the Council for England and Wales for the RICS, acting as an APC Assessor, and advising the Institute of Revenues, Rating and Valuation on certification for valuers) but she is also a committee member of Leisure Property forum, a member of the Council of Head of Built Environment (CHOBE) and external examiner and a QAA institutional Auditor. These roles mean that she is well placed to manage the setting up and operation of C-SCAIPE and ensure that it becomes an effective influence both inside KU and beyond.

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Judy Smith BSc PG Dip MRICS ILTM Senior Lecturer

Judy Smith is a Senior Lecturer in KUSS specialising in real estate valuation and appraisal work and the use of IT Applications to property. She lectures extensively on both the undergraduate surveying and postgraduate courses in the School. She is a member of the ILT, now Higher Education Academy. Smith's research work is focused on property appraisal and investment and so co-authored *Property and Construction Economics* with Eccles and Sayce and she is currently completing another text: *Property Investment: from Pricing to Worth*. Both books tie into her teaching. Increasingly her research is developing within the field of sustainability and she is currently working with Ellison on the development of an analytical tool to incorporate sustainability criteria into the assessment of building worth.

She has been responsible for driving forward many of the pedagogic developments in the School, including the introduction of both the Peer Assisted Learning Scheme (PALS) and the Alumni Mentor scheme. She has also introduced a study skills project module at Level one, which has been instrumental in combating attrition rates and she leads the City Project, which is a vital ingredient in promoting professional practice links. C-SCAIPE would provide a vehicle whereby she could further develop student / practitioner links using the mechanisms already in place and by further innovations.

APPENDIX B1

EVIDENCE OF EXCELLENCE OF IN TEACHING AND LEARNING

Excellence through Links with profession

It is well recognised that recruitment for professional courses involves an element of career orientation in advance of enrolment. Students need to be sure that the degree for which they are registered will give them access to the career of their choice. Thus, the issue for many surveying courses is initially to recruit enough students; and in order to retain them we need to help them see where they are going. To achieve this, strong links with the profession at all levels of the courses are vital. Examples of our excellent linkages include:

- The mentor scheme devised through LWL has brought together young professionals and current students with mutual benefits.
- In addition to its long-term role with the profession in placing and monitoring “thick” sandwich placements, KUSS has also been involved in developing a Work Shadow Scheme.
- Building on the success of the PALS scheme and the findings of LWL, an Alumni-Level 1 link scheme is being developed, built on the principle of the mutual benefit that can be gained from integrating practice and learning. Level 1 students will be linked with a recent Alumni of the School to facilitate site visits and other practice-based experiential learning opportunities.
- Staff within KUSS have been trained by the Profession to assess the competence of aspiring Professionals⁷⁶, demonstrating that our staff are ‘in tune’ with the needs of the Profession. Staff are also regularly invited to present papers at Professional conferences, both on Professional (and particularly sustainability) matters as well as educational issues.

KUSS and RICS Initiatives:

Over many years KUSS have developed strong relations with our lead professional body (RICS) and this is demonstrated by the letters of support attached as Appendix B2⁷⁷ (Letters xxxxxx give numbers). Additionally it is demonstrated by a number of initiatives in which KUSS and RICS have worked collaboratively. These include:

- Career Acquaint for Potential Surveyors (CAPS) provides careers advisors with information on the Profession and a network of contacts through which work-shadowing can be arranged. This is currently being implemented on behalf of the RICS by a KUSS graduate, initially funded by RICS and now by Widening Participation funds.
- The Surveying Profession as a Career – a large research project investigating work/life balance issues within the Profession, commissioned by The RICS Raising the Ratio Committee and conducted by KUSS.
- Investigation of the effective use of IT in Construction, jointly with RICS ConstructIT and ConstructIT Best Practice Programme – this work has fed directly into the University e-learning facility, Blackboard.
- An investigation of the wider Professions’ understanding of the role of the TechRICS Surveyor - a project to clarify the potential for this form of membership and the educational requirements it will have.
- Raising the Ratio Conference - KUSS is also currently developing the framework and background material for a conference bringing together property and HR professionals to focus on work/life balance issues within the Profession.
- Making Sense of Sustainable Property: Seminars for Property People – a major research project funded by Government and Industry being led by KUSS with the support of RICS as a major partner.

⁷⁶ As APC assessors, trained by the RICS.

⁷⁷ Letters 27 to 31 inclusive Appendix B2

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- Discussions are under way for KUSS to work with RICS London and South-East Regions to develop a better understanding of technical educational needs to support new educational programmes.

Since the outcome of Stage One was announced we have sought to establish even closer ties, as these will be beneficial to the continuation strategy for C-SCAIPE. The RICS wish to establish a Regional Office presence within KUSS⁷⁸, again demonstrating the depth and strength of the relationship that C-SCAIPE will enable us to build upon.

KUSS Staff involvement in Professional Bodies:

KUSS staff are actively involved in the development of professional thinking by the following activities and positions of esteem;

- Member of RICS England and Wales Board (Sayce).
- Elected member of RICS South East Board representing 18,000 (Sayce).
- RICS Assessment of Professional Competence (APC) assessors (Bruce, Dubben, Plimmer, Sayce).
- Representation of the RICS on the Energy Performance of Buildings Directive Methodology panel convened by ODPM (Ellison).
- Member of the RICS Foundation Board of Research (Ellison, Plimmer).
- Reviewing of research proposals for RICS Education Trust (Ellison, Plimmer).
- Member, IRRV Valuation Faculty Board for the Institute of Revenues, Rating and Valuation (IRRV) (Plimmer).
- RICS delegate to FIG (International Federation of Geometers) Commission 2 (Professional Education) and Vice President (Plimmer).
- Head of FIG (International Federation of Geometers) Working Group on Mutual Recognition of Professional Qualifications (Plimmer).

Evidence of excellence within the core staff team related to Teaching and Learning within the field

The selection of evidence listed below demonstrates the strength of the Team in terms of their innovation in terms of delivery their professional and academic standing and hence their ability to champion both within KU and beyond the ambitions and work of C-SCAIPE. Details of selected related research output is listed in Appendix B2.

Teaching and Learning Innovation

- Development of Peer Assisted Learning Scheme now taken up by other Faculties within the University (Smith)
- Development of Alumni mentoring scheme (Smith)
- Development of 'live' consultancy service with students (Cheeseman, Dubben)
- Development of conference module (Lewis)
- Development of innovative induction programme, disseminated across the University as an exemplar through Academic Development Centre (Bennett)
- Co-directors of the FDTL "Learning to work: Working to Learn" project (Lewis, Sayce)
- Partner for KU on the FDTL "Better Together" project (Lewis, Plimmer)

⁷⁸ Letter 31 Appendix B2

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- Leader and Director of Surveying Discipline Network project 1994-6 (Sayce)

Professional practice

- CAPs Scheme (Sayce)
- Invited speaker at Construct IT conference (Bennett)
- Invited speaker at professional practice conferences (Bruce, Dubben, Ellison, Sayce)
- Professional practice in regeneration (Dubben, Mattick)
- Television or/and features contributor for BBC, 2003/4 (Cheeseman, Sayce)
- Membership of Employers Training Forum (Dubben)
- RICS Representative on ODPM Energy Performance in Buildings Directive Methodology Committee (Ellison)

Academic Quality

- QAA Institutional Auditor (Sayce)
- External Examiners (Bennett, Bruce, Dubben, Plimmer, Sayce)
- QAA specialist assessors and /or reviewers (Bennett, Sayce)
- Membership of University and Faculty level committees such as Academic Quality, Learning and Teaching and Academic Board.(Sayce, Lewis)
- Trained RICS APC assessors (Bennett, Bruce, Dubben, Plimmer, Sayce)

External Academic Esteem

- Numerous conference papers published and delivered directly relating to our C-SCAIPE ambitions, including Built Education and Research (BEAR 2003)and International Sustainable Development Research (ISDR 2003, 2004) (Ellison, Lewis, Sayce)
- Past Member, Advisory Board to the Computers in Teaching Initiative in the Built Environment (Bennett, Plimmer)
- Research proposal reviewers for RICS Education Trust. (Ellison, Plimmer)
- Head of FIG (International Federation of Geometers) Working Group on Mutual Recognition of Professional Qualifications (Plimmer)
- RICS delegate to FIG (International Federation of Geometers) Commission 2 (Professional Education) (Plimmer)
- Contributions to other FDTL projects such “*Best Practice in Building Education*” (Bennett, Cheeseman, Plimmer)
- Advisor to Research project Association of Energy conservation (Sayce)
- Member of the RICS Foundation Board of Research; (Plimmer)
- Editor Journal of Property Management (Plimmer)
- Editor, Mainly for Students (Estates Gazette) (Pointing)
- Editorial board members for Journal of Property Management (Ellison, Sayce)
- Editorial board member for Journal of Tax Assessment & Administration (Plimmer)
- Editor Journal of Leisure Property 2000-2004 (Sayce)
- Editor of Environments by Design 1997-2002 (Eccles)

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Relevant Funded Research

- DfEE funded Discipline Network in Surveying 1994-96 (£24,000)
- HEFCE funded FTDL project '*Learning to Work: Working to Learn*' 2000-2002 (£150,000)
- HEFCE FTDL Phase 3 project '*Better Together*' with Sheffield Hallam and Oxford Brookes for £225,000.
- DTI funded 'Partners in Innovation' project '*Integrating Social Responsibility Policy into Property investment practice* 2002-2004 (£114,000).
- DTI funded 'Partners in Innovation' project '*Understanding sustainable property: seminars for property people* 2003-2005 (£95,000).
- DTI funded 'Partners in Innovation' project '*Buildings: a new life*' (£68,000).
- RICS Energy Efficiency Panel – award for *Energy Checklists for non-residential Buildings* 1998 (£20,000).
- Construction Confederation - award for *The Business Case for Sustainable Property* 2000 (£20,000).
- *Career Acquaint for Potential Surveyor*- an award to carry out an investigation into requirements and practicalities of work experience 2001 (£11,000)
- RICS *Raising the Ratio Committee* (£30,000) for an investigation into the Surveying Profession as a Career.
- RICS Education Trust - Professional Ethics (£6000).
- RICS Education Trust Award (£5,500) for: An Investigation of the progress made by women within the Surveying Profession.
- University Teaching and Learning funded project "*Fun in Surveying*" - investigating the student perspective on Surveying education with the objective of developing teaching and learning solutions to the attrition rate.

APPENDIX B2 – SUPPORTING EVIDENCE OF EXCELLENCE

THE SUPPORTING EVIDENCE REMAINS THE SAME AS AT STAGE 1 EXCEPT THAT WE INCLUDE (AS PART 3 TO THIS APPENDIX) SOME SAMPLE LETTERS OF SUPPORT, AS REQUESTED BY THE REVIEWERS.

i. Provision of Leading Edge Professional Education

The 1997 QAA report

In 1997 the QAA, in awarding a score of 24/24 for our provision identified:

- *“effective academic and pastoral support systems and excellent staff student relations, which are much appreciated by students”.*
- *“curricula which relate appropriately to educational, professional and vocational requirements, promote creativity and transferable skills and are supported by staff research and scholarship.”*
- *“a wide range of course delivery and assessment methods which provide a strong vocational focus”*
- *“high quality teaching and learning sessions”.*

The TQA report provides further evidence, highlighting in particular “a wide range of course delivery and assessment methods which provide a strong vocational focus” and “high quality teaching and learning sessions”. These comments are supported by external examiner reports describing assessment as “appropriate and challenging”, “appropriate and in many cases very challenging” and “rigorous and scrupulously fair”.

External examiners reports and comments:

These describe graduates from KUSS as being *“well equipped to enter the profession”* and describe *“the quality of work and the attainments of the majority of final year students [as being of] a high standard and comparable to the best standards achieved elsewhere”.*

Identify through discussion with students *“clear evidence ... of the care, concern and dedication of the academic and administrative team”.*

They have further reported *“the level of student achievement is high and reflects very well on a good academic team. The students interviewed reflected well on all the staff and were a credit to themselves. The students were all very supportive of the team”.*

They describe assessment as *“appropriate and challenging”*, *“appropriate and in many cases very challenging”* and *“rigorous and scrupulously fair”.*

Since Stage One outcome several External Examiners have written in support of our proposals⁷⁹

In a recent visit to the School the **RICS President** stated that our students were a credit to us, describing work of a *‘very high quality’*, *‘insightful questions’*, he stated that students were: *‘articulate’*, *had a ‘good team spirit’* and had a *‘readiness to take on board new ideas’.*

A recent **student evaluation by the ADC** received the following extremely positive feedback from the students: *‘teaching embraces the future of surveying not just present’*

External validation panel members considered the conference module to be an *“innovation [that] would give students confidence to articulate and debate their ideas in a public forum, and encourage them to consider publishing work”.*

⁷⁹ Letters 1,9,11, 25, 24, 34 in Appendix B2

Student endorsements:

“As a graduate of the School of Surveying at Kingston University I can most certainly endorse, not just the quality of education I received whilst studying, but the ‘pro-active’ support of the University in preparing me for the wider rigours of professional life.

It was whilst I was studying for my degree that I developed a keen interest in the impact environmental issues and ‘Green Buildings’ may have on the property market. The support of the University at that point played a key role in developing my involvement in the ‘Sustainability’ area to this day. And, through the research we are continuing to undertake I am convinced that the education you provide, both to your current students and by way of professional briefings, is at the leading-edge.”

“The excellent standard of teaching whilst a student at Kingston University has provided me with a solid understanding of my subject. Your support throughout has been fantastic.”

“As a graduate of the School, I found that the course was an excellent preparation for the world of work. The curriculum was appropriate and the teaching methods encouraged me to think creatively about my studies.”

“I know the [Kingston University] School of Surveying is regarded by practice as producing forward looking and articulate graduates”

“Moving into professional practice has reinforced my opinion that the property business has a lot to learn about issues of sustainability thus underlining the importance of the work being carried out at Kingston”

Student quotes at recent Course Review by Shelia Browning *‘teaching embraces the future of surveying not just present’;*

Level 2 Field trip described by students as *“useful for learning in mixed discipline teams”*

“Moving into professional practice has reinforced my opinion that the property business has a lot to learn about issues of sustainability thus underlining the importance of the work being carried out at Kingston. Having had the benefit of Kingston’s excellent teaching, I believe that education plays a key role in the resolution of sustainability issues in property.⁸⁰”

ii. Developing External Links With Practice And Professions, Which Substantially Benefit Teaching And Learning.

In March 2004, KUSS successfully bid for funds of £123,000 from a major international property consultancy, to directly support teaching, learning and research.

A Dublin Property Developer commented on the excellent work undertaken by the students describing as *‘very good’* their understanding of practical projects he found it a difficult a choice between all the groups because of the high quality of work and presentations, when making his award.

A recent participant described the APC course as *“invaluable”* to her passing her assessment; another has recommended the course to several colleagues

The following is a sample of some of the property companies and professional practices that have regularly taken sandwich placement students from KUSS over the last 10 years:

- Grosvenor Plc,
- RMC Properties Plc,
- George Trollope,
- Colliers Conrad Ritblat Erdman,
- Jones Lang LaSalle,
- KFR,
- DTZ,

⁸⁰ Letter 10 Appendix B2

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- Angerman, Goddard and Lloyd

iii. Establishing expertise in sustainability.

Within the KU Context

The main document has detailed the involvement by KUSS with the University's Steering Group for Sustainability (SGS), which is the group driving University policy in the area through a strategy paper co-authored from School of Earth Sciences and Geography, the School of Business, School of Information Science and KUSS. The work of SGS has already led to a national conference (2003) hosted by SGS on the subject of Sustainability within the Curriculum and a further event is planned between KUSS and the School of Architecture & Landscape for 2005 geared towards the built environment discipline.

KUSS's expertise has also been partly instrumental in KU's successful HEIF 2 initiative and for which they will be responsible for running a sub-network.

Research Project Work Related to Sustainability

KUSS has an established reputation for our expertise in the field of sustainability. We are currently leading two Government and Industry-funded projects investigating sustainability:

- Integrating Social Responsibility Policy into Property Investment Practice
- Making Sense of Sustainable Property: Seminars for Property People

These build on research carried out for the Sustainable Construction Task Group investigating the business case for sustainable property, and a DTI funded project Buildings: a New Life, investigating the characteristics of buildings that last. Subsequent to the Stage 1 bid, KUSS has been awarded some £80,000 to lead the sustainable property network within the WestFocus HEIF programme in recognition of our expertise within the field.

Research Output related to Sustainability

Staff from KUSS have delivered papers widely on the subject of Sustainability including:

Lewis A, (2002) Swarm logic not lemming logic in the education of sustainability. (for built environment professionals) Conference paper for the *International Sustainable Development Research Conference*, 8-9 April.

Lewis A (2003) All education is environmental education. Paper to the *BEAR Conference* Salfords University April and published as proceedings.

Sayce S (2002) The Quest for sustainable buildings: is longevity the key? The 2002 International Sustainable Development Research Conference Proceeding ISBN 1 87267741 X

Sayce S and Parnell P (1999) Green Buildings: Do we need a carrot or stick approach? *CSM*, January 1999

Sayce S, Walker A and McIntosh A (2004) *Building Sustainability in the Balance: promoting stakeholder dialogue* Estates Gazette Ltd

Sayce S, Cuthbert M, Iball H and Parnell P (2000) The Business Case for Sustainable Property *Towards Sustainable Construction - Building a Better Way of Life* Construction Confederation Conference, July London

Sayce S and Ellison L (2003) Integrating sustainability into the appraisal of property worth: identifying appropriate indicators of sustainability, The American Real Estate and Urban Economics Association Conference, Skye, August 21 – 23, 2003

Sayce S and Ellison L (2003) Towards sustainability indicators for commercial property occupiers and investors, The International Sustainable Development Research Conference, University Of Nottingham, 24-25 March 2003

Sayce S and Ellison L (2004) Sustainable Buildings: everyone's problem; nobody's job The International Sustainable Development Research Conference, Manchester University, 29-30 March 2004

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Sayce S, Ellison L and Smith, J (2004) Incorporating Sustainability in Commercial Property Appraisal: evidence for the UK Towards sustainability indicators for commercial property occupiers and investors The 11th European Real Estate Society Conference 2-5th June Milan, Italy

Walker A, McIntosh A and Sayce S (2001) *Buildings: A New Life Interim Report to the DTI* London Kingston University, Damond Lock Grabowski and King Sturge,

Staff from within the School have been invited to speak at a range of practice-based sustainability events and networks including the DTI led Key Players Workshop and the Investment Property Forum event on Climate Change: Too Hot Too Handle. Staff are shortly to speak at the Annual Conference of the Investment Property Forum/Investment Property Databank on sustainability appraisals.

The research work within the field of sustainability, both relating to the education of built environment professionals and that relating to theoretical and practical developments have been integrated within the teaching programmes. Primarily this has been at postgraduate level, but C-SCAIPE will provide the resource base to further embed the research developments within the curricula.

iii. Additional Support

Our Stage One feedback commented that letters of support would have strengthened our bid. A number of practitioners, external examiners, alumni and colleagues have now written to express their support to our proposals. Overleaf we list the sample of letters that we have included They provide additional support of our claim for excellence and our ability to deliver further innovation through C-SCAIPE. They have been crossed referenced throughout the bid as appropriate.

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APPENDIX C1 AN OBJECTIVES-BASED APPROACH TO MONITORING AND EVALUATION

OBJECTIVES - DELIVERY AND INITIAL ACHIEVEMENTS MATRIX – YEARS 1 AND 2

FOCUS	OBJECTIVES	PARTICIPANTS	DELIVERY MECHANISMS	INITIAL ACHIEVEMENTS	TIMESCALE
	1 To reward existing excellent staff	<ul style="list-style-type: none"> • KUSS staff initially • Other KU staff subsequently 	<ul style="list-style-type: none"> • Secondments to C-SCAIBE • Funds for case studies • Financial support for projects and extending partnerships • Recognition for publications and other dissemination • Promotion through staff development 	<ul style="list-style-type: none"> • Set up physical Centre • Promotion for Directors • Initially 3 core staff seconded • Take up of funds for case studies 	<ul style="list-style-type: none"> • March 05 – Aug 05 • Sept 05 • Sept 05 / Jan 06 / May 06 • Oct 05 – June 07
F 1	2 To ensure that curriculum and assessment design incorporate sustainability issues	<ul style="list-style-type: none"> • KUSS staff initially • Other KU staff subsequently 	<ul style="list-style-type: none"> • Secondments for core and other staff • Funds for case studies • Administration support • Advisory support for sustainability issues 	<ul style="list-style-type: none"> • Review KUSS u/g curriculum • Review home Faculty curriculum • Initial KUSS and home Faculty module case studies undertaken • 30% of KUSS u/g modules to incorporate sustainability in course documentation leading to validation event • Cross-faculty review of curriculum 	<ul style="list-style-type: none"> • Sept 05 – June 06 • Feb 06 – Aug 06 • Oct 05 – June 07 • Jan 06 – Nov 06 • Feb 07 – Aug 07
F 2	3 To enhance and increase the existing project-based learning and assessment experience for students	<ul style="list-style-type: none"> • KUSS staff and students initially • Other KU staff and students subsequently 	<ul style="list-style-type: none"> • Secondments for core and other staff • Funds for case studies • Administration support to arrange projects • Advisory support for pedagogic issues 	<ul style="list-style-type: none"> • Initial KUSS and home faculty project case studies undertaken • Review pedagogic literature • Initiate alumni mentoring scheme • At least 12 KUSS projects enhanced or created and delivered plus 4 home faculty projects 	<ul style="list-style-type: none"> • Oct 05 – June 07 • Jan 06 – June 06 • Sept 06 • June 07

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FOCUS	OBJECTIVES	PARTICIPANTS	DELIVERY MECHANISMS	INITIAL ACHIEVEMENTS	TIMESCALE
F 1+2	4 To develop new cross faculty and interdisciplinary initiatives	<ul style="list-style-type: none"> • KUSS staff and students initially • Other KU staff and students subsequently 	<ul style="list-style-type: none"> • Secondments for core and other staff • Administration support to arrange events • Advisory support for sustainability and pedagogic issues • Drop-in resource base • Events: seminars, etc. 	<ul style="list-style-type: none"> • Audit professional education at KU • Initiate seminars and debating programme • Validate joint new masters by Learning Contract with attendant learning materials 	<ul style="list-style-type: none"> • Sept 06 – April 07 • Jan 07 • June 07
F 2+3	5 To formalise and extend connections with practitioners and the local community	<ul style="list-style-type: none"> • KUSS staff, students, practitioners and community • RICS officer 	<ul style="list-style-type: none"> • Short term secondments for practitioners • Financial support to liaise with practice and community • Administration support • RICS officer • Consultancy 	<ul style="list-style-type: none"> • Engagement with practitioners • Formalised contacts with Local Authority, local businesses and community groups • Set up and initiate consultancy • RICS officer in position 	<ul style="list-style-type: none"> • Sept 05 ongoing • Sept 05 ongoing • Jan 06 – Sept 06 • June 07
F 3	6 To deepen and increase the educational interface between academics and practitioners	<ul style="list-style-type: none"> • KUSS staff, students and practitioners • RICS officer 	<ul style="list-style-type: none"> • Secondments for staff • Financial support to arrange events • Administration support to arrange events • Advisory support for sustainability issues • RICS officer • Drop-in resource base • Events: seminars, etc. • Website resource and communication 	<ul style="list-style-type: none"> • Preparation of website • Engagement with alumni • Preparation for CPD events to commence late in year 2 • Opening of drop-in resource base • RICS officer in position 	<ul style="list-style-type: none"> • March 05 – Aug 05 • Jan 06 ongoing • June 06 – Jan 07 • Sept 06 • June 07

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FOCUS	OBJECTIVES	PARTICIPANTS	DELIVERY MECHANISMS	INITIAL ACHIEVEMENTS	TIMESCALE
F 1+2+3	7 To disseminate best practice in delivering sustainability across the curricula	<ul style="list-style-type: none"> • KUSS staff and students • CEBE officer 	<ul style="list-style-type: none"> • Secondments for staff • Financial support for publications and conferences • Administration support • Advisory support for sustainability issues • CEBE officer • Drop-in resource base • Events: seminars, etc. • Website resource and communication 	<ul style="list-style-type: none"> • Commence formalisation of links with SGS, SAS, Sustainability Facilitator, Faculty and University Learning and Teaching Committees • Formal contacts with professional bodies • Internal papers and events • Papers for external publication • CEBE officer in position 	<ul style="list-style-type: none"> • Oct 05 ongoing • Jan 06 ongoing • April 06 ongoing • Oct 06 ongoing • Jan 07
Over-arching Aim	8 To assist the University in moving forward in its own path towards embedding sustainability principles	<ul style="list-style-type: none"> • All staff and students 	<ul style="list-style-type: none"> • Feed into L&T committees and SGS • Feed into student forums and KU Student Union 	<ul style="list-style-type: none"> • Commence formalisation of links with SGS, SAS, Sustainability Facilitator, Faculty and University Learning and Teaching Committees 	<ul style="list-style-type: none"> • Oct 05 / Feb 06 / June 06

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OBJECTIVES – MONITORING AND EVALUATION MATRIX – YEARS 1 AND 2

FOCUS	OBJECTIVES	PARTICIPANTS	MONITORING	EVALUATION	SUCCESS CRITERIA
	1 To reward existing excellent staff	<ul style="list-style-type: none"> • KUSS staff initially • Other KU staff subsequently 	<ul style="list-style-type: none"> • Appraisals and individual feedback responses • C-SCAIPE team meetings 	<ul style="list-style-type: none"> • Take up of rewards • Staff engagement • Additional qualifications • Professional recognition • Publications 	<ul style="list-style-type: none"> • Happy staff ! • Sense of satisfaction that their teaching has improved, student learning is enhanced and that they have gained financially, or by status and reputation
F 1	2 To ensure that curriculum and assessment design incorporate sustainability issues	<ul style="list-style-type: none"> • KUSS staff initially • Other KU staff subsequently 	<ul style="list-style-type: none"> • Module and Course Logs • C-SCAIPE team meetings • Advisory group meetings 	<ul style="list-style-type: none"> • Module and Course documents adapted 	<ul style="list-style-type: none"> • A significant sustainability content (30%) underlying all professional courses
F 2	3 To enhance and increase the existing project-based learning and assessment experience for students	<ul style="list-style-type: none"> • KUSS staff and students initially • Other KU staff and students subsequently 	<ul style="list-style-type: none"> • Students' individual and group feedback • C-SCAIPE team meetings • Advisory group meetings 	<ul style="list-style-type: none"> • Case studies • Curricula delivery • Assessment briefs 	<ul style="list-style-type: none"> • Improved and more projects = less lecturing. • More vocationally orientated students more satisfying student experience

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FOCUS	OBJECTIVES	PARTICIPANTS	MONITORING	EVALUATION	SUCCESS CRITERIA
F 1+2	4 To develop new cross faculty and interdisciplinary initiatives	<ul style="list-style-type: none"> • KUSS staff and students initially • Other KU staff and students subsequently 	<ul style="list-style-type: none"> • Staff and student group feedback • Monitor activity • C-SCAIPE team meetings • Management Advisory Group meetings 	<ul style="list-style-type: none"> • Implementation use and attendance • Support, resources, • Seminars, workshops 	<ul style="list-style-type: none"> • Greater interaction • Joint initiatives
F 2+3	5 To formalise and extend connections with practitioners and the local community	<ul style="list-style-type: none"> • KUSS staff, students, practitioners and community • RICS officer 	<ul style="list-style-type: none"> • Monitor practice involvement • Staff and practice individual feedback • C-SCAIPE team meetings • Advisory group meetings 	<ul style="list-style-type: none"> • Ongoing financial support • Ongoing time involvement • Formal relationships / initiatives • RICS continuance 	<ul style="list-style-type: none"> • Stable educational / practice relationships • Ongoing Practice support • Better informed staff
F 3	6 To deepen and increase the educational interface between academics and practitioners	<ul style="list-style-type: none"> • KUSS staff, students and practitioners • RICS officer 	<ul style="list-style-type: none"> • Monitor activity • Practice individual feedback • C-SCAIPE team meetings • Advisory group meetings 	<ul style="list-style-type: none"> • Ongoing events • Use of resources • And consultancy 	<ul style="list-style-type: none"> • Practice use of resources and CPD events
F 1+2+3	7 To disseminate best practice in delivering sustainability across the curricula	<ul style="list-style-type: none"> • KUSS staff and students • CEBE officer 	<ul style="list-style-type: none"> • Monitor outputs • Web site hits • Attendance at workshops • Incoming queries • C-SCAIPE team meetings • Advisory group meetings 	<ul style="list-style-type: none"> • Publications • Conferences • Web hits • CEBE continuance 	<ul style="list-style-type: none"> • Raised awareness • Greater understanding
Over-arching Aim	8 To assist the University in moving forward in its own path towards embedding sustainability principles	<ul style="list-style-type: none"> • All staff and students 	<ul style="list-style-type: none"> • Committee agendas • Policy change • KUSU feedback • Staff feedback • C-SCAIPE team meetings • Advisory group meetings 	<ul style="list-style-type: none"> • Change / additions to policy and strategy 	<ul style="list-style-type: none"> • Raised awareness • Greater understanding • Ongoing initiatives • Culture change and University reputation raised.

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APPENDIX C2 IMPLEMENTATION PLAN

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APPENDIX D2 MANAGEMENT OF THE CENTRE AND ITS INSTITUTIONAL SETTING

MANAGEMENT OF C-SCAIPE

The direction and management of C-SCAIPE is vitally important to the achievement of its objectives. Whilst the chief aim is to provide an environment in which staff and students can participate for either blocks of time or for short sessions (such as the duration of a project or as a 'drop in' resource facility), management continuity is necessary to ensure the Centre delivers on its objectives, and to drive dissemination.

Staffing and Managing C-SCAIPE

The **Head of KUSS**, will take an active role in setting up C-SCAIPE and will have overall responsibility for its staffing and performance and for ensuring championship at an appropriate level. This will also ensure that C-SCAIPE remains firmly embedded within KUSS.

Two **Centre Directors** will be appointed. One, initially on a 0.75 basis, will have specific learning and teaching responsibilities and expertise; the other, a 0.5 appointment, will have responsibility for embedding and disseminating research. It is anticipated that both will be internal promotional appointments. These are not full time posts as it is important that both Directors remain connected to KUSS through continued engagement with our traditional activities.

The **Director (Learning and Teaching)** will require a wide experience of innovation in teaching and learning, and will be appointed from among existing staff as a reward and promotion. The post will carry responsibility for leadership of teaching innovation within the Centre and for ensuring that wide engagement takes place. Part of this Director's role is to work with the Head of School and colleagues in the wider university context to assure continuation of C-SCAIPE beyond the funded period.

C-SCAIPE will require, from its inception, the integration of research with teaching and learning. For this reason a **Centre Director (Sustainability Research)** will be appointed with special responsibility for linking sustainability research to the work of the centre through the curriculum initiatives. This appointee will have a track record in both teaching and research in the subject area. They will ensure strong linkages between curriculum development and sustainability research both in KUSS and beyond, by creating links from C-SCAIPE though to other University activities for example, the HEIF networks and SGS. It is important to note that this is not a research post; it is a post that *relates* and *disseminates* research and ensures it is reflected within the *curriculum*.

In running the centre, the Directors will be able to call on extensive management experience through KU's Management Development programme activities, and will be supported by KU's Academic Development Centre (ADC), Educational Technology Unit (ETU) and Learning & Teaching Committee (L&TC). The appointments are both fractional better to ensure continuing integration of C-SCAIPE with KUSS, and to maximise the number of beneficiaries of C-SCAIPE funding. It will ensure that the Directors retain 'hands-on' teaching.

A **Learning Resources Centre Manager** will be appointed on a full-time basis with special responsibility for the day to day management of the Learning Resources Centre. It is anticipated that this post may be a new appointment. The LRCM will be supported by the normal activity of the University's support departments in order to ensure that the physical centre works as an area in which all C-SCAIPE users – staff, students and practitioners - can benefit from a well-stocked, organised and referenced resource centre. The intention is that the LRCM position will present an opportunity to gain experience and expertise in an innovative area and potentially to undertake a relevant PhD concurrently.

The LRCM will develop working relationships with both library staff and staff from the University's ADC, to ensure that information is shared as widely as possible. The development of a central source of information on professional education and sustainable communities together with the case study materials generated by the work of C-SCAIPE, will lead to recognition beyond the University of the value of the resource to practitioners, academics and students from other institutions.

CEBE have indicated their intention to work with C-SCAIPE by establishing a jointly funded post from Year 2 of operations. This post, the **Special Projects Officer (SPO)** will provide the main mechanism whereby C-SCAIPE will link into the Higher Education Academy. The shared vision for this post is

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detailed in CEBE's letter of support⁸¹. The appointee will work closely with the established team to ensure that the work undertaken is evaluated for learning and feedback, and disseminated. The early integration of external financial support and commitment to C-SCAIPE will better ensure value for money and wide impact of the Centre.

KU's strategy aims to develop an innovative culture, including "supporting creative new approaches to learning and teaching" (HR strategy p: 5). The University HR strategy matches entirely the ambitions of C-SCAIPE; for example, HR money is being used to support both a Sustainability Facilitator and a Research Assistant and these embedded HR funded posts will work closely with C-SCAIPE and help spread its impact⁸². Implementation of the HR strategy is embedded in the C-SCAIPE implementation plan as the Centre will also be staffed by academics both from KUSS and elsewhere within KU on a secondment basis.

This is absolutely key to achieving our objectives. C-SCAIPE must be a place where people can refresh, enhance their knowledge and pedagogic practice and meet with staff from other disciplines, better to develop a deep understanding of sustainability and professional education. It is stressed that the hub of activity will be centred on academics' and students' active use of C-SCAIPE. For academics the Centre will provide them with time and space to reflect and develop curricula and teaching and learning strategies and to engage with the wider community within the University and beyond. It will also enable them to attend conferences and, equally important for this initiative, to work with practitioners better to deliver on the objectives.

Whilst the initial emphasis is on KUSS staff, finance will be used to allow appropriate **staff from elsewhere in the University** (such as Architecture, Law, Engineering and Social Work) fully to participate within the Centre and have time to reflect, interact and develop ideas within their own areas of teaching and this has already been welcomed⁸³.

It is anticipated that the 'reward' activities will need the recruitment of additional part-time replacement staff. Some of the money for these replacement staff will provide opportunities to engage further with practitioners and provide opportunities for practitioners to gain mentored teaching experience, in a manner developed through our *Learning to Work: Working to Learn* (LWWL) project. This will need careful management which will come within the remit of the Centre Management Team.

To enable the smooth running of C-SCAIPE and to ensure that the academic staff may undertake their duties appropriately, we intend to appoint an administrator to support the Centre. Initially this role will be important in ensuring that appropriate systems are developed and embedded; later as the activity grows so the servicing of the Centre's needs will inevitably also grow, meaning that we anticipate this to be a full-time position.

Management Structure

The core management of C-SCAIPE will fall within the remit of the **Management Group**. This small group will comprise the Head of KUSS, the Centre Directors, the LRCM, the administrator and postgraduate and undergraduate student representatives. It will meet on a regular basis to deal with operational issues together with the development of strategy. As C-SCAIPE will be embedded within KUSS, the **Management Group** will report through the normal School and Faculty processes.

We see student participation as fundamental in the management process both as a means of ensuring an excellent student experience and providing an opportunity to help them understand management in action. They will help with Agenda setting and will have a critical role in ensuring that C-SCAIPE puts the student learning experience at the heart of activities.

One of the most important roles of the Management Group will be to work with CEBE to devise means whereby effective dissemination takes place, thus ensuring that the work of the Centre has an impact on other parts of the University and beyond.

A **Management Advisory Group (MAG)** will meet four times a year and will comprise:

- The Core staff of the Centre;
- Head of School of KUSS and representative staff and students from KUSS;

⁸¹ Letter 3 Appendix B2

⁸² Letter 20 Appendix B2

⁸³ Letters 17, 18, 19, 21 and 22 Appendix B2

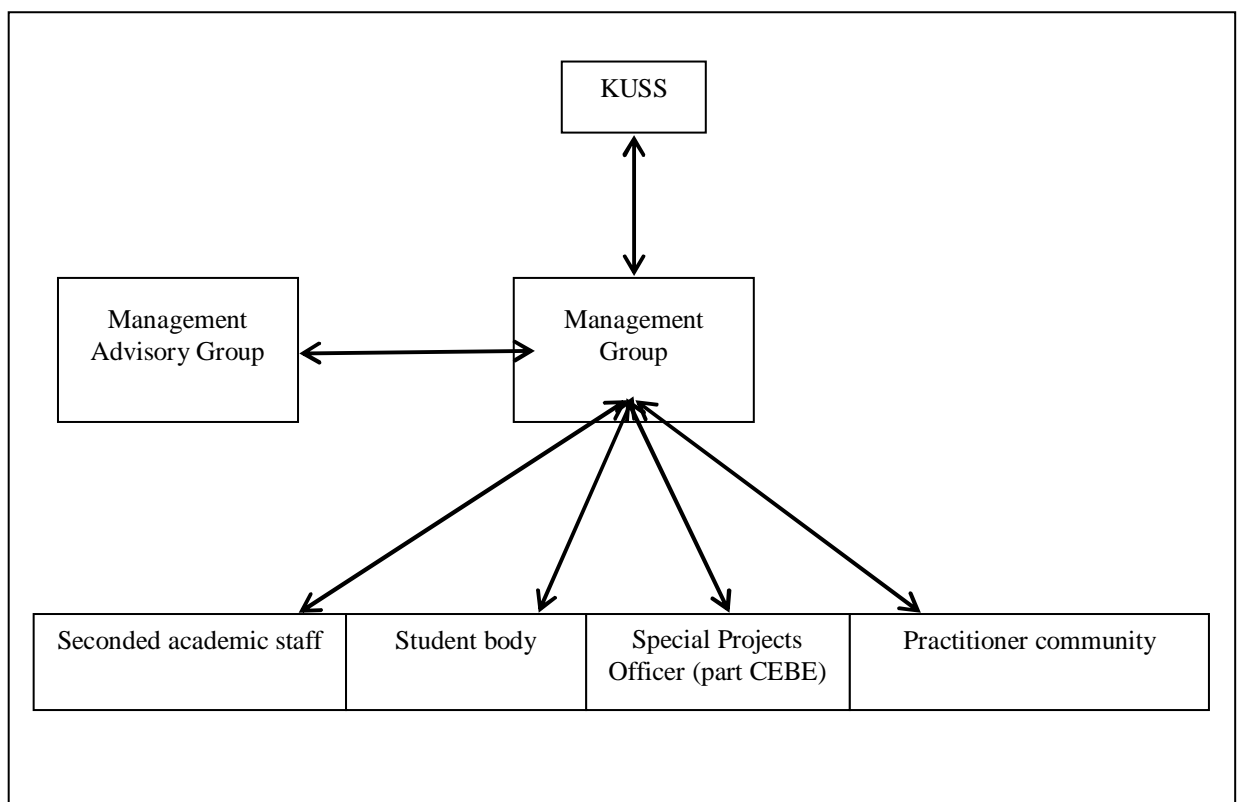
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- Student representatives and staff from all Schools working with C-SCAIPE; initially this will be Architecture, Geography and Engineering;
- representatives from ADC, ETU, L&TC and from the SGS (Steering Group for Sustainability);
- An external ‘critical friend’ appointed from practice; and
- An internal ‘critical friend’ who is a member of the L&TC.

The remit of the **Management Advisory Group** is set out in Part C above.

It is clear that the management of the Centre must and will involve both staff and students from KUSS, with input from a broader KU base, as well as external evaluation, and staff specifically recruited for roles within the C-SCAIPE. These will include securing additional funding and also pedagogic research-based functions. In summary, it is intended that the Centre will have the following management structure:

Figure D1: Organisational Chart



C-SCAIPE WITHIN THE INSTITUTION AND THE SCHOOL

C-SCAIPE will be integrated within the School of Surveying (KUSS) and also within the broader KU framework. The impact of C-SCAIPE will initially be concentrated within KUSS but over a period of time this will extend both to other students and staff within KU and then outside the institution. Figure D1 sets out in diagrammatic form the dynamics of influence and inter-action that we envisage for C-SCAIPE. This does not show the involvement of professionals and the professions, but it is implicit within the whole philosophy of the Centre that built environment practitioners will be engaged actively with C-SCAIPE by mentoring students, by use of the physical resources and by participation in events such as CPD.

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Figure D 2: Institution wide impacts

KINGSTON UNIVERSITY	OTHER SCHOOLS/FACULTIES	SCHOOL SURVEYING	OF CETL
Physical Space			
Management Support			
		Staff and Students for Management	
			Resource and Teaching Centre
	Staff for Secondments		
			Funding to employ replacement staff and spread the philosophy
			Improved curricula teaching and learning outcomes for students
			Rewards for staff, including enhanced reputation in teaching and learning
			Other forms of dissemination output
			Support of University Objectives

Managing the Approach to Evaluation

Section C1 sets out the objectives driven approach to evaluation and sets out the criteria on which the success of C-SCAIPE will be judged. We also include below our initial risk analysis. We recognise that evaluation must be a part of the monitoring process, though distinct from it and it is for this reason that we will include it as an extension to our Management Group activities. However, whilst the objectives set are measurable, it is important that appropriate data is gathered to ensure that measurement takes place and that the mechanisms and goals are refined in light of the ongoing evaluation. This is particularly important given the risky nature of some of the proposed activities (such as the setting up of a student consultancy). Feedback from evaluation will be disseminated through the University by means of Quality and Learning & Teaching Committees and more widely via CEBE.

Risk Assessment

C-SCAIPE will and must involve risk-taking. This is acknowledged as part of its essence. The table below sets out the areas that have been identified as being the most evidence risks. They fall into 3 categories: risk in terms of the management of the centre, risks involved in the physical setting up of C-SCAIPE and risks within the activity base. In accordance with the practice that we have developed through running research projects and as now used within the University management practice will be a regular item on the MAG. It will both inform and be informed by C-SCAIPE's monitoring and evaluation process. Additionally, many of the risks (for example, in relation to student success and retention) will be assessed through KU's existing monitoring processes such as Module and Course

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logs. Additionally those related to measurable outcomes will be through existing mechanisms such as the staff appraisal process.

Figure D4: Risk Appraisal

Risk	Probability 1[low]- 5[high]	Impact 1[low]- 5[high]	Probability x Impact	Mechanism for Control
Personnel Management Risks				
Failure to recruit appropriate core staff internally as identified	1	5	5	Core staff will be appointed internally and full engagement to C-SCAIPE has been obtained by KUSS staff.
Failure to retain key staff	2	5	10	Monitor rewards with HR; Staff appraisal; careful Centre management
Failure to make external appointments	1	4	4	KU has effective recruitment processes and KUSS will work closely with HR to ensure appropriate appointment.
Failure of staff to be incentivised by reward structure or lack of willingness to engage	2	4	8	All KUSS staff fully engaged in the bid writing process. Additionally Data collection, consultation, monitoring and review. The presence of C-SCAIPE embedded in KUSs will reduce this risk
Failure to engage sufficiently with practitioner community	2	5	10	Funds are devoted to ensuring that consultation and external promotion takes place. This will be kept under management review
Failure to engage effectively with cross-disciplinary staff	2	5	10	There is a danger that other Schools ay not immediately see the relevance to them. Consultation and dissemination through ADC workshops and seminars targeting specific Faculties and Schools will be used. Financial incentives will be used.

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Physical Centre Risks				
Failure to set up physical resource	1	5	5	Spend will be monitored by HEFCE
Delay in setting up the Centre consequent on KU issues	3	4	12	Full consultation will take place with Estates Director and Executive.
Cost over-runs	3	3	9	Initial costing is as accurate as time permits. Costs allow some contingency.

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Activity / Impact Risks				
Failure of C-SCAIPE to achieve measurable L&T benefits in terms of learning outcomes and attrition	1	5	5	Control via KUSS and KU monitoring mechanisms (e.g. Module and Course Logs) as well as Centre Management. Student feedback and student progression will be monitored.
Failure to raise external profile	2	4	8	Champions identified and Job Descriptions that set clear objectives
Failure to increase application rates and increased postgraduate enrolments	2	5	10	This would adversely affect our continuation plans. Liaison with marketing to ensure status is well known
Failure to generate innovations in curricula and delivery methods	1	5	5	Monitoring target outcomes; staff appraisals
Failure to generate new programmes in KUSS	1	5	5	KUSS and Faculty 5 year planning process; Academic Planning process
Failure to generate new programmes elsewhere in KU	3	4	12	C-SCAIPE Management and Advisory Group; Academic Planning process; SGS
Failure to generate consultancy and CPD income	3	5	15	C-SCAIPE Management; CEBE and RICS links
Failure to develop sustainable links with other professional bodies	3	4	12	Monitor engagement across KU staff; set identifiable targets for 'C-SCAIPE Champions'.
Failure to sustain/ further develop links with CEBE/ RICS	2	5	10	C-SCAIPE advisory group; set identifiable targets for 'C-SCAIPE Champions'.