



South Quad Statement of Justification

November 2020

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1 Introduction

- 1.1 This statement of justification relates to a forthcoming planning application for the use of the South Quad pop up teaching space building for a further 4 academic years.
- 1.2 The South Quad Temporary Teaching Space (SQTTS) is an existing two storey temporary structure of stacked porta cabins located in the South Quad, just south of the Wilkins Building and within the core of the Bloomsbury Campus ('the site').
- 1.3 Planning permission was granted for the South Quad Teaching Space on 7th September 2015 (planning application reference 2015/4395/P) for a temporary period of 3 years.
- 1.4 In light of Covid 19, UCL are seeking to extend the time period allowed for this temporary structure for a further 4 academic years.
- 1.5 This statement sets out the justification and need for the temporary building to be retained for a further 4 years. It sets out the background to the proposals, explains the current shortfall and the drivers behind this, and looks forward to future provision and how UCL is striving to meet the demand for teaching space.

Why is the South Quad Teaching Pop Up needed?

- 1.6 The South Quad Teaching Pop Up is needed to start to address a shortfall in teaching space at UCL. This shortfall arose as a result of the implementation of the UCL Bloomsbury Masterplan. This resulted in a number of core teaching buildings being closed whilst they were refurbished, leaving a shortfall in available teaching spaces. Due to Covid 19, many of our capital projects associated with the Bloomsbury Masterplan have been put on hold and there is a need for additional social distanced teaching space for smaller groups. This has been compounded by the increase in students taking up offers against expectation during the pandemic.

How has the South Quad Teaching Pop Up been used since installation?

- 1.7 The facility has been used to accommodate lectures, seminars and tutorials each day during term time. In addition, it has been heavily used by Student Union Societies during the evenings and weekends. The facility has also been used as student study space ahead of UCL's main examination period. During the summer the space is used to host amongst other things, Summer Schools.

How has demand for teaching space across UCL changed and what has driven that change?

- 1.8 Demand for teaching space has increased significantly in recent years. Over the period 2016/17 to 2018/19 the demand for teaching hours has increased by 50%. Drivers for change include an overall increase in student numbers along with an increase in contact hours. This has been exacerbated further by Covid 19 and associated increased student numbers and greater spacing for social distancing.

What has UCL done in recent years to address the gap between demand and supply?

- 1.9 Over the period 2016/17 to 2018/19 UCL increased the number of teaching seats by 32%. During 2017/18, the number of seats increased by 23%.
- 1.10 UCL has delivered additional teaching space in all of the buildings referenced in the Main Quad Teaching Pop Up Planning Statement (please see appendix A): all are now fully operational with the exception of the IoE Phase 1b which is in delivery.
- 1.11 UCL is exploring the feasibility of further projects, however, options are limited in the short to medium term and the focus at present is to provide teaching and touch down space for smaller groups in light of Covid 19.
- 1.12 Operational changes to improve utilisation of the teaching estate are also underway.
- 1.13 Nonetheless, as a result of demand continuing to outstrip supply UCL remains reliant on external space that is often not well suited to academic use with 17,901 hours of teaching (as at 3 September 2018 the last set of data available) roomed into external space. The loss of the South Quad Teaching Pop Up will substantially exacerbate this requirement.

Why should the SQTTS be retained for a temporary period?

- 1.14 There will be very limited harmful impact in terms of visual amenity, obstruction to the public realm, or impact to neighbouring heritage assets. This is because the building is temporary and therefore inherently reversible. Furthermore, the building is enclosed on four sides by UCL owned and occupied properties and cannot be seen from the public highway.
- 1.15 The benefits to UCL of retaining this valuable teaching space are considerable.
- 1.16 The key objective for teaching space is to provide an efficient and effective institutional timetabling service that optimises and enhances the student and staff experience. UCL aims to:
- Optimise timetables from a student and staff perspective.
 - Provide complete, accurate and personalized timetables for each student and staff member which will be available online and updated in real time with minimal changes required.
 - Minimize timetabling complexity (where feasible) to facilitate efficient timetabling/scheduling.
 - Educate students in the most appropriate high quality teaching accommodation.
 - Provide sufficient high quality space to accommodate growth with facilities to support changing pedagogies.
 - Provide space for student societies which are an important contributor to the overall student experience.
 - Be transparent in the resolution of conflicts.
 - Provide adequate and appropriate space for meetings and calls, with the ability to advance book rooms.
 - Provide accurate and robust management information.
 - Deliver efficiencies, in respect of both use of the estate and staff resources, focusing on activities that add value.
- 1.17 Despite making progress, UCL is facing continuing challenges to achieving these aims and objectives. Continuing challenges include:
- The impact of Covid 19 and the need for social distanced teaching space.
 - Continuing staff & student dissatisfaction with suitability of rooms across parts of the institution.
 - Acute pressure on larger spaces.
 - Dissatisfaction with inconsistent week on week rooming.
 - Continuing concerns about travel times between available teaching spaces.
 - Continuing concerns about overcrowding in some spaces.
 - Increase in number of hours taught in external space over 2017/18 (by c.845 hours).
 - Increased cost of third party space (from £2.1m to £2.4m).
- 1.18 As a result, demand for the provision of more teaching space remains high. The SQTTS provides essential additional teaching space whilst UCL continues to implement its capital programme and works towards meeting its objectives. The retention of the SQTTS is therefore vital at the current time.

2 Shortfall in Teaching Space and 'the Need' for the SQTTS

Wider Higher Education Context

Increasing Student Numbers

- 2.1 In recent years that has been a trend of increasing student enrolment at the University. In 2008, UCL enrolled 21,126 students. In 2020 the number was 48,464 students.
- 2.2 In terms of Full Time Equivalent Students (FTEs)¹, forecasted increases are set out in Table 1 below indicating a 26.44% increase between 16/17 and 20/21.
- 2.3 The trends demonstrate that UCL remains attractive to potential Higher Education applicants. UCL recognises that the student intake cannot expand indefinitely, and as such are actively seeking to control the quantity and quality of their student intake.

Student Full Time Equivalent (FTE) between 2016 and 2021

	2016/17	2017/18	2018/19	2019/20	2020/21	Change 17/18 to 20/21	
	Actual	Actual	Actual	Actual	Actual	%	FTE
Total	33,777	35,650	41,539	40,073	48,464	+26.44%	+12,814

Table 1: Student Enrolment Figures (source UCL internal reporting)

- 2.4 It should be noted that student numbers are predicted to hold around the 48,000 mark going forward regardless of delivery methodology, putting increased pressure on the teaching estate post Covid.

Changing Student Expectations

- 2.5 Student expectations have changed considerably with the introduction of higher student fees. Students now consider themselves as paying customers and expect good value for money. Consequently, expectations about the quality of spaces has increased considerably. This is demonstrable by recent student campaigns which have focused on poor quality teaching provision, particularly in external teaching spaces. Campaigns have included letters of complaint to the Provost and twitter campaigns. Campaigns, particularly those through social media result in reputational damage to UCL.
- 2.6 General dissatisfaction is evident in student evaluation and feedback and through the National Student Survey, which is the principle annual benchmarking exercise across all Higher Education Institutions in the UK in respect of student satisfaction.
- 2.7 Meeting student expectations is vital for UCL in order to maintain its reputation as a world-class university, and in order to remain attractive to future applicants.
- 2.8 Improving all aspects pertaining to the quality of student education is now even more important with the introduction of the Teaching Excellence Framework (TEF) – a national exercise, introduced by the government in England. It assesses excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study. The results can help those considering higher education choose where to apply.
- 2.9 There are systems in place to help ensure that all UK colleges and universities meet national quality standards. The TEF looks at what they are doing in addition to these standards, and awards them gold, silver or bronze for excellence. The TEF process is managed by the Office for Students, and ratings are judged by an independent panel of students, academics and other experts. The outcomes of TEF directly impact government funding allocations. If UCL is not able to perform well in TEF, there will be a direct impact on the funds that they are able to receive, and subsequently invest back into improving student facilities, including teaching space.

¹ Full Time Equivalent student numbers include both full time student figures, as well as part time student figures. Part time student numbers are accumulated together to form an equivalent full time figure. Consequently, the FTE number will differ from actual head count which will be greater.

Increasing Competition at the National and Global Level

- 2.10 UCL continues to perform well in HEI rankings but has dropped from 4th in 2013 to 8th in 2020 in the QS World Rankings. Again, many HEIs in emerging competitors including Asia have excellent teaching facilities. UCL must strive to compete against these Universities to maintain high rankings globally, which in turn ensures that they attract the best students and staff.
- 2.11 Further challenges facing UCL relate to the impact of Brexit on staff and student recruitment. With Brexit on the horizon, UCL is particularly concerned with the need to remain competitive with equivalent European Universities. In this challenging market, it is essential that UCL are able to meet the demand for teaching facilities, the measure of which significantly contributes to their performance in global rankings.
- 2.12 As a result of the changing context of higher education and the above factors, UCL needs to deliver the highest quality student experience, a significant part of which is through the provision of high quality teaching space and increased contact hours. Due to the variety of user groups within the student body teaching methods, there is a need to provide a range of different sizes of teaching spaces, from large lecture theatres to smaller group working spaces.
- 2.13 UCL has already done much to deliver additional teaching space. More is planned but will not be delivered in the immediate term, resulting in a continued shortfall between provision of teaching space on the campus and demand.

The Value of the SQTTS

Location

- 2.14 The SQTTS is located centrally on the Bloomsbury Campus. It is surrounded on all four sides by buildings that are owned and occupied by UCL. This includes the UCL Medical Sciences building, the Andrew Huxley building, and the Anatomy building. The proximity of these buildings to one another has formed a 'quad' space, which is currently an area of public realm that acts as a through-route for students and staff and hosts a café space. The SQTTS occupies a portion of this quad, but still leaves a sizeable area that is distinguishable as a quad.
- 2.15 The central location on the Bloomsbury Campus of the SQTTS contributes to its value as a bookable teaching space to UCL. It also results in a very limited impact on public realm. Being enclosed on all 4 sides by UCL owned and occupied buildings, the temporary structure is not visible to passers-by, or neighbouring residents. Its physical impact is therefore contained to the Bloomsbury Campus.
- 2.16 If the SQTTS were not available, the alternative solution for UCL is to book external spaces, located off the Bloomsbury Campus. However, all feasible alternative options are already in use, even with the SQTTS in place providing additional temporary teaching space. Therefore, with the loss of the SQTTS, the teaching spaces would not be absorbed by alternative venues.
- 2.17 If alternative options were available, booking these, would result in the following negative impacts:
- Spaces that are not fit for purpose for teaching in terms of layout, facilities and furniture.
 - Negative perception of students being taught in 'hotels' with associated reputational damage.
 - A space that may even be outside of the Borough, and/or has extended travel times.
 - Has an associated cost.
 - Quality of the teaching spaces will be outside of UCL's control and may not be designed for use as teaching space.
 - Operational challenges of managing non-UCL space.
- 2.18 All of the above result in a negative experience for both students and staff and reputational damage for UCL.

Size

- 2.19 The SQTTS currently provides:
- South Quad Pop-Up G01 (100 capacity);
 - South Quad Pop-Up 101 (25 capacity);
 - South Quad Pop-Up 102 (25 capacity); and,
 - South Quad Pop-Up 103 (25 capacity).
- 2.20 The SQTTS provides a three smaller teaching spaces in addition to the one larger lecture theatre. The Main Quad Temporary

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Teaching Space only provides large lecture spaces. The SQTTS therefore fills a niche that is not met by the Main Quad Temporary space and will assist in providing extra space for social distanced learning over the course of the next 4 years.

- 2.21 Due to the provision of smaller teaching spaces in this convenient central campus location, this temporary building is also used heavily by student societies outside of normal teaching hours. The SQTTS supports wide ranging and diverse activity for the Student Union Societies on a regular basis during terms 1 & 2, from Chess and Poker, to Performing Arts. This is not a role that the Main Quad Temporary Teaching Space can fulfil. The SQTTS is therefore also an important student amenity.
- 2.22 In addition, the availability of a large open space of 100 has been very successfully utilized to support rehearsals of Musical Theatre Society and Dance Society as well as other cultural performances.
- 2.23 Nevertheless, the large teaching space provided within the SQTTS is extremely valuable to UCL in terms of timetabling formal teaching hours. It represents 1/6th of the total provision of 100 seater lecture theatres – of which there are currently only 6 (2 of these are also temporary and are provided within the Main Quad Teaching Space). In the 2018/19 academic year, UCL have timetabled 918 teaching hours into this space. This could not physically be accommodated elsewhere due to student availability constraints / timetabling constraints. More information on teaching space utilization is set out below.
- 2.24 Overall, the SQTTS provides a vital large lecture space, and more flexibility for UCL to timetable teaching with the added benefit of off-peak use by student societies.

Utilisation

- 2.25 As set out above, the SQTTS is utilized both formally and informally by students. In addition to teaching, the SQTTS is utilized heavily by student societies. A total of 4668 hours of student society activity was booked into the South Quad pop up in 2019/20.
- 2.26 In terms of solely teaching timetabling, Table 2 below sets out detail of utilization of the SQTTS and other similar sized spaces over teaching terms 1 and 2 of academic year 2018/19 (most recent full academic year dataset available prior to COVID-19 affecting delivery patterns and attendance).

Teaching TERM 1 - 2018 -19				
Room	Capacity	Teaching Hours actual	Teaching hours provided	Frequency %
South Quad Pop Up Learning Hub 101	18	592	440	100%
South Quad Pop Up Learning Hub 102	18	695	440	100%
South Quad Pop Up Learning Hub 103	18	739	440	100%
Total		2026		
Room	Capacity	Teaching Hours actual	Teaching hours allocated	Frequency %
Cruciform Building B1.07	18	404	440	92%
Foster Court 112	18	381	440	87%
Foster Court 113	18	548	440	100%
Gordon Square (23) 101	18	366	440	83%
Gordon Square (25) B30	18	412	440	94%
Pearson Building (North East Entrance) G23	18	525	440	100%
Total		2636		
Room	Capacity	Teaching Hours actual	Teaching hours allocated	Frequency %
South Quad Pop Up Learning Hub G01	100	390	440	89%
Main Quad Pop Up G01	100	350	440	80%
Main Quad Pop Up 101	100	298	440	68%
Total		1038		
Teaching TERM 2 - 2018 -19				
Room	Capacity	Teaching Hours actual	Teaching hours provided	Frequency %
South Quad Pop Up Learning Hub 101	18	603	440	100%
South Quad Pop Up Learning Hub 102	18	631	440	100%
South Quad Pop Up Learning Hub 103	18	660	440	100%
Total		1894		
Room	Capacity	Teaching Hours actual	Teaching hours allocated	Frequency %
Cruciform Building B1.07	18	448	440	100%
Foster Court 112	18	429	440	98%
Foster Court 113	18	547	440	100%
Gordon Square (23) 101	18	369	440	84%
Gordon Square (25) B30	18	413	440	94%
Pearson Building (North East Entrance) G23	18	459	440	100%
Total		2665		
Room	Capacity	Teaching Hours actual	Teaching hours allocated	Frequency %
South Quad Pop Up Learning Hub G01	100	603	440	100%
Main Quad Pop Up G01	100	332	440	75%
Main Quad Pop Up 101	100	241	440	55%
Total		1176		

Table 2: Teaching Space Scheduling

- 2.27 The data demonstrates the near 100% utilisation rate of the all of the teaching spaces within the SQTTS in both Terms 1 and 2. All other teaching spaces also have a very high rate of utilisation. Furthermore, due to Covid 19, this space is required for smaller teaching spaces.
- 2.28 It is worth noting, that despite a lower utilisation figure for the Main Quad in Term 2, due to timetabling constraints and student availability constraints, it would not be possible to increase the utilization rate. In fact, across the higher education sector, achieving 70% utilisation is deemed to be an extremely efficient use of space. The fact that the SQTTS is largely at 100% utilisation is significant and demonstrates its importance to UCL in timetabling teaching.

Use of Alternative Teaching Spaces on Campus

- 2.29 When considering the requirement for this temporary structure , UCL carried out an audit process of UCL owned and/or occupied buildings to assess whether alternative provision of teaching spaces would be possible in existing buildings(in this case, in particular large teaching spaces). This analysis demonstrates that there remains a lack of alternative large scale teaching spaces on Campus. Furthermore, it should be noted that due to Covid 19, the office accommodation at Bidborough House which is used by UCL's estates team is in the process of being converted into student study spaces due to Covid 19. UCL estates staff are now based from home. It is therefore demonstrated that there is a severe lack of supply for teaching and student spaces across the campus.
- 2.30 Many buildings have been considered and assessed according to their own individual suitability to provide large teaching spaces.

2.31 Each building was tested on the following criteria, to assess its suitability for delivery of teaching space:

- **Structure** - Due to the physical structure (usually associated to its age or original purpose) the building is not suitable for additional large teaching space;
- **Stairs** - Due to either or both, narrow staircases and/or existing high density shared means of escape, a large teaching space cannot be accommodated;
- **Access** - Where access to areas that may be suitable for large teaching space are not DDA compliant;
- **Specialised** – Spaces which the cost to remodel for non-specialised requirements would render not feasible. In addition, new like for like specialised spaces would need to be provided elsewhere in order decant, with further associated cost and additional pressures on teaching spaces.
- **Limitations** - Areas that are not suited due to conditions contained within the terms of the lease and/or category of the space; and,
- **Lifespan** - Space is due to be relinquished, or there is a significant risk of a lease not being renewed, in the near future and so is not suitable for investment

2.32 A graph depicting a summary of the building analysis that was undertaken is shown in Figure 1.

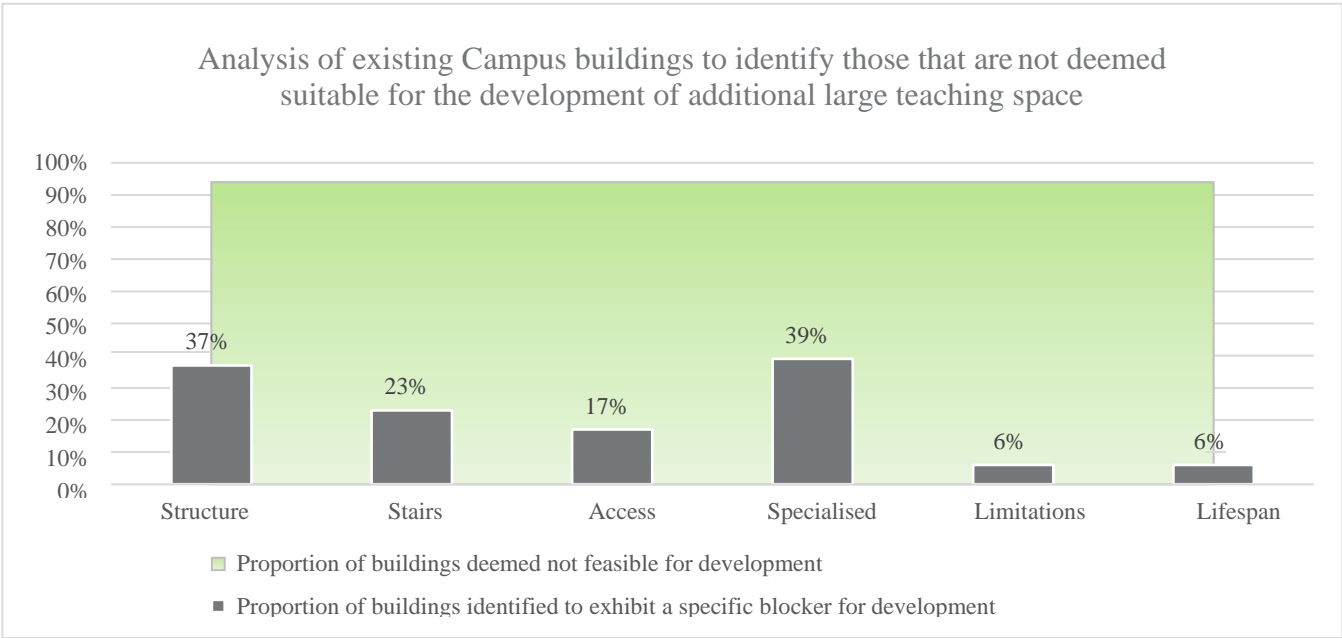


Figure 1: Graph Summarising Building Analysis

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2.33 Listed below in Table 3, are the details for all buildings that were considered for additional teaching spaces that could alleviate pressures on teaching on the Bloomsbury Campus.

UCL Ref	Building Name or Address	Building Net Usable (m ²)	Teaching Space (Seminar & Lecture)	Current Teaching Space Provision	Development	Development Blockers					
						Structure	Stairs	Access	Specialised	Limitations	Lifespan
1	Kathleen Lonsdale Building	4,923	0.12%	Partial to Max	Completed						
2	Gordon Street, 25	3,485	13.59%	Max	Not Feasible		X				
3	North West Wing	3,018	8.41%	Max (Grnd)	Not Feasible			X			
4	Slade School – North Wing	3,359	0.66%	Max (Grnd)	Not Feasible				X		
5	Wilkins Building (Main Building)	8,687	3.58%	Max	Not Feasible				X		
6	Physics Building	3,616	1.49%	Max	Not Feasible				X		
7	London Centre For Nanotechnology	1,630		None	Not Feasible				X		
9	Bloomsbury Theatre	3,559		None	Not Feasible				X		
12	South Wing	2,973	6.64%	Max	Not Feasible	X	X				
13	Chadwick Building	3,731	13.45%	Max	Not Feasible				X		
16	Medical Sciences and Anatomy	7,816	8.11%	Max (Grnd)	Not Feasible	X	X	X			
24	Gordon Square, 26	355	33.43%	Max	Not Feasible	X					
25	Gordon Square, 25	296	26.78%	Max	Not Feasible	X					
26	Gordon Square, 24	332	10.36%	Max	Not Feasible	X					
28	Gordon Square, 23	317	26.06%	Max	Not Feasible	X					
29	Gordon Square, 22	346	15.79%	Max	Not Feasible	X					
30	Gordon Square, 21	324	27.06%	Max	Not Feasible	X					
32	Gordon Square, 20	315	24.75%	Max	Not Feasible	X					
33	Gordon Square, 19	318	9.74%	Max	Not Feasible	X					
35	Gordon Square, 16-18	945	21.17%	Max	Not Feasible	X					
36	Henry Morley	402		None	Not Feasible		X				
37	Medawar Building	2,156	8.59%	Max (Grnd)	Not Feasible				X		
40	Foster Court	3,763	20.07%	Max	Not Feasible	X	X				
41	Egyptology	770		None	Not Feasible		X		X		
42	DMS Watson Building	4,269		None	Not Feasible						X
44	Darwin Building	6,128	6.50%	Max (LG)	Not Feasible		X		X		
45	Roberts Building	9,044	9.30%	Max (Grnd/1 st)	Not Feasible		X		X		
46	Malet Place, 1-4	609	8.28%	Max	Not Feasible		X		X		
47	Torrington Place, 33-35	422	3.36%	Max	Not Feasible	X	X				
48	Gower Street, 134-136 (Lewis Building)	942		None	Not Feasible		X		X		
49	Wolfson House	3,022	3.14%	Partial	Not Feasible						X

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UCL Ref	Building Name or Address	Building Net Usable (m ²)	Teaching Space (Seminar & Lecture)	Current Teaching Space Provision	Development	Development Blockers					
						Structure	Stairs	Access	Specialised	Limitations	Lifespan
50	Bernard Katz Building	2,782		None	Not Feasible				X		
53	MRC Building	1,690		None	Not Feasible				X		
56	Bentham House	1,926		Partial to Max	Completed						
67	Christopher Ingold Building	8,110	6.99%	Max	Not Feasible				X		
81	Taviton Street 3-4	537		None	Not Feasible	X					
82	Gordon Street, 22	5,691	10.48%	Max	Not Feasible				X		
85	Bedford Way, 26	4,895	13.69%	Max	Not Feasible				X		
86	Torrington Place, 1-19	10,489	5.00%	LG/Grnd)	Completed						
87	Gower Street, 66-72	1,390	11.79%	Max (Grnd)	Not Feasible			X			
88	Gordon House	921	9.30%	Max (1 st)	Not Feasible	X	X	X			
90	Gordon Square 31-34&14 Taviton Street	5,169	16.52%	Max (Grnd)	Not Feasible		X		X		
94	Slade School - Woburn Square	691		None	Not Feasible					X	
95	Gower Place, 23	225		None	Not Feasible		X	X	X		
107	Drayton House	2,101	13.98%	Max (LG)	Not Feasible	X					
109	Gideon Schreier Wing (Hillel House) <i>incorporated into Bentham House</i>	944		Partial to Max	Completed						
116	Gordon Square, 48	263		None	Not Feasible	X					
117	Rubin Building	792	1.02%	Max (LG)	Not Feasible	X		X			
125	Andrew Huxley Building	1,011		None	Not Feasible				X		
126	SSEES	2,721		None	Not Feasible	X					
131	School Of Pharmacy	9,093	8.54%	Max (Grnd)	Not Feasible		X	X			
132	Tavistock House	443		None	Not Feasible					X	
150	Euston Road, 222	1,352	8.57%	Max (LG/Grnd)	Not Feasible		X	X			
160	Front Quad Pavilion	306		None	Not Feasible						X
162	IoE - Bedford Way, 20	17,357	21.88%	Partial to Max	Phase 1A Complete, Phase 1B in progress.						
163	IoE - Woburn Square,10	234		None	Not Feasible	X					

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UCL Ref	Building Name or Address	Building Net Usable (m ²)	Teaching Space (Seminar & Lecture)	Current Teaching Space Provision	Development	Development Blockers					
						Structure	Stairs	Access	Specialised	Limitations	Lifespan
164	IoE - Woburn Square,11	248		None	Not Feasible	X					
168	IoE - Woburn Square,15	247		None	Not Feasible	X					
171	IoE - Woburn Square,18	250		None	Not Feasible	X					
172	IoE - Woburn Square,24- 26	714		None	Not Feasible	X					
173	IoE - Woburn Square,27- 28	503		None	Not Feasible	X					
176	IoE - Emerald Street,23-29	1,054		None	Not Feasible	X					
198	Hatter Institute	1,160		None	Not Feasible				X		
200	Paul O'Gorman Building	5,936		None	Not Feasible				X		
201	Rockefeller Building	4,605	2.86%	Max (Base)	Not Feasible	X			X		
202	Rayne Institute	3,326	0.64%	Max	Not Feasible				X		
204	Chenies Mews, 86-98	1,208	4.93%	Max	Not Feasible				X		
212	Cruciform Building	9,432	8.86%	Max (LG)	Not Feasible				X		
215	Mortimer Market Centre	479		None	Not Feasible				X		
252	The Sainsbury Wellcome Centre	6,110	4.39%	Max	Not Feasible				X		
340	University Of London Union Building	374		None	Not Feasible					X	
350	Malet Place Engineering Building	5,456	5.15%	Max (1st)	Not Feasible		X				
352	Tottenham Court Road, 90	1,468		None	Not Feasible				X		
356	Network Building	732		None	Not Feasible					X	
359	Tufnell Park - Pamela	381		None	Not Feasible				X		
363	Tottenham Court Road, 188	510	78.29%	Max (LG)	Not Feasible		X				
365	Engineering Front Building	1,163	10.22%	Max (1st)	Not Feasible		X		X		
370	UCL Hospital	1,320		None	Not Feasible				X		

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UCL Ref	Building Name or Address	Building Net Usable (m ²)	Teaching Space (Seminar & Lecture)	Current Teaching Space Provision	Development	Development Blockers					
						Structure	Stairs	Access	Specialised	Limitations	Lifespan
371	Gordon Square, 49-51	1,024		None	Not Feasible	X		X			
374	Medical School Building	2,284	11.03%	Max	Not Feasible	X		X			
377	Tavistock Square, 34	404	17.79%	Max	Not Feasible	X		X			
381	Wellcome Trust Building - Euston Rd, 183	406		None	Not Feasible			X		X	
386	Taverton Street, 2	334		None	Not Feasible	X		X			
387	Maple House	3,112	1.06%	Max	Not Feasible		X				
388	Central House	3,518	1.46%	Partial to Max	Completed						
389	Tavistock Square, 35	426	8.30%	Max	Not Feasible	X		X			
390	Tottenham Court Road, 175-176	95		None	Not Feasible					X	
394	IoE - Gordon Square, 55- 59	1,492		None	Not Feasible	X		X	X		
396	Tottenham Court Road, 170	172		None	Not Feasible					X	
399	Tavistock Square, 31	436		None	Not Feasible	X		X			
400	Bidborough House	3,785		None	Not Feasible				X		
402	Boston House	684		None	Not Feasible	X	X	X			
403	Russell Square House	1,412		None	Not Feasible	X	X		X		
404	Senate House	644		None	Not Feasible				X		
410	South Quad Pop Up Learning Hub	233	100.00%	Max	Not Feasible						X
417	Ridgmount Street, 8	382		None	Not Feasible				X		

Table 3: Building Suitability Assessment

- 2.34 Table 3 demonstrates that UCL is very limited in terms of alternative options for providing new teaching spaces, in particular, large teaching spaces. It also shows that projects that were in progress in 2017, are now largely complete. However, it is worth noting that the Institute of Education is now behind schedule with only Phase 1A completed. Further decant will be required once later phases are implemented over the next 5 years resulting in increased pressure on existing stock.

Use of Alternative Teaching Spaces off Campus

- 2.35 Of UCL's total annual teaching hours in 2017/18, 9.2% was conducted in external spaces. In 2018/19, this is to reduce to 8.9%

despite a significant increase in teaching hours overall. This demonstrates UCL's commitment to maximising teaching space within their estate. Please refer to Table 4 below.

	2017/18	2018/19	% change
Overall number of teaching hours	206,259	222,541	+7.8%
Number of hours taught in external space	19,008	19,853	+4.4%
% of overall teaching hours in external spaces	9.2%	8.9%	

Table 4: Annual Teaching Hours Break Down

- 2.36 Even with the additional space on Campus that the SQTTS provides, UCL are already reliant on booking space for teaching with external providers. The loss of the South Quad teaching block would significantly compound the problem. In 2018/19 UCL has already seen an increase of 4.4% in teaching hours undertaken outside the UCL estate.
- 2.37 Whilst much of this is in other Institutions (including Birkbeck and the University of London), over 1,000 hours of teaching will be undertaken in the Royal National Hotel during the year. This has resulted in Twitter campaigns from students about the space not being fit for purpose for teaching or commensurate with their expectations about the quality of spaces for the delivery of teaching at a world renowned university.
- 2.38 To try to address this, UCL has focussed on procuring more hours with a smaller number of providers to ensure that the issues that are most critical to the users, for example, access, wi-fi, writing surfaces, excellent AV/IT etc. are better addressed.
- 2.39 With there being an existing shortfall in teaching space (without accounting for the potential loss of the SQTTS), UCL have already focused procurement on the most appropriate external facilities. Therefore, procurement of additional external spaces to account for the loss of the SQTTS, if available, will be of substantially reduced quality or an unacceptable distance from the Bloomsbury campus.
- 2.40 In terms of the current supply of external teaching spaces, UCL note that the Royal National Hotel was unavailable for booking teaching spaces during the academic year (2019/20). This is set to continue, removing a much relied upon source of external teaching space.

Summary

- 2.41 This section has identified the external factors which have influenced the currently shortfall in teaching space at UCL. This has included increasing student numbers, inter-university competition and student expectations.
- 2.42 It has also discussed the need for the SQTTS and how this provides essential teaching space and makes a vital contribution to fulfilling the shortfall between demand and provision.
- 2.43 The chapter has set out analysis of alternative buildings on Campus and why these are not appropriate to provide additional teaching space.
- 2.44 The loss of the SQTTS would have a significant impact on UCL's ability to provide sufficient quantity and quality of teaching spaces, whilst UCL commit to ongoing work to provide permanent teaching spaces alongside meeting related objectives. This is further exacerbated by Covid 19 and the requirement to provide social distanced teaching spaces.

Social Distancing

- 2.45 The forecasted 5 year supply and demand for teaching space does not take into account the impact of new social distancing measures needed to address Covid 19. It is unknown at this time how long these measures will take effect for, nor if teaching patterns will ever return to the way things were prior to the pandemic. Until the long term impact becomes clear it has been assumed that student numbers will increase at the forecast rate and teaching will be delivered in the same way.
- 2.46 The impact of social distancing on existing learning spaces means they will be only be operating at an estimated 16-20% capacity. This means that the capacity of rooms within the South Quad teaching block would drop from 1x 100 and 3x 25 to 1x 16-20 and 3x 4-5. A typical seminar for 25 students would fill a 150 capacity lecture theatre. A 100 person lecture would need to be held in the largest available UCL space (900 capacity Logan Hall in 20 Bedford Way).
- 2.47 Clearly this puts unprecedented strain on the timetable system and means that the way courses are delivered will have to change, temporarily at least. Many events will be cancelled or hosted on-line rather than in a physical space during the Academic year 2020/21 and it's likely that students will only travel to UCL for small group teaching activities or to use specialist facilities.
- 2.48 As social distancing measures are relaxed, student numbers on campus will grow and more larger group teaching events will inevitably take place, but the longer term impact on teaching delivery is unknown. The realisation and acceptance that things could be done differently will be largely dependant on the success of these enforced new teaching methods from both the staff and student perspective.

3 Conclusion

- 3.1 The South Quad Temporary Teaching Space originally received planning consent in 2015 and UCL are proposing to use the building for a further 4 academic years due to the impact Covid 19 has had to its capital building programme and the need to provide social distancing teaching and student study space.
- 3.2 This statement of justification has set out why the temporary building is required for this additional time. In short, this is due to a shortfall between teaching space provision and the growing demand for teaching spaces.
- 3.3 The demand for teaching space has grown in the last few years due to the changing context of higher education provision. Increased fees have resulted in greater student expectations both in terms of quality of their facilities, and in terms of increased contact hours. Student numbers have grown and are expected to continue to grow. UCL is also increasingly competing on the global scale to attract the best students and staff, to do so, it must have world-class facilities. With the impending Brexit deal to come, UCL are likely to have increased competition from universities within the EU.
- 3.4 The demand for the SQTTS in particular is significant. The temporary structure provides valuable space and caters for large lectures (100 seater) as well as smaller teaching spaces. In addition, due to its central campus location, it is also a valuable resource for student societies and is heavily used outside of normal scheduled teaching hours. The space contains only 1 of 6, 100 seater lecture theatres on Campus, another 2 of which are provided within the Main Quad Temporary Teaching Space. The value of the SQTTS to UCL and its students cannot be underplayed.
- 3.5 The loss of the space would result in teaching cancellations as it would not be possible to absorb the requirement elsewhere in the estate. The utilisation of the space is at nearly 100% in Terms 1 and 2 of this academic year. For this amount of teaching to be absorbed elsewhere, alternative off-Campus resources would need to be utilised. However, suitable off-Campus resources are already in use by UCL.
- 3.6 UCL is constantly striving to provide the best experience for their students and staff. The issues that have been discussed throughout this statement have a real possibility of causing serious reputational damage to UCL. As such UCL is resolute in finding a solution to rectify the shortfall in provision of the right quality teaching spaces.
- 3.7 Looking forward over the next 5 years, UCL will be working to close this gap through the next phase of capital investment into its estate. UCL has implemented operational objectives that will assist the institution in utilising its existing estate most efficiently. The operational objectives were introduced 2 years ago, and UCL continues to make effective changes. However, these changes cannot be achieved immediately.
- 3.8 It is absolutely essential that the SQTTS remains in the short term for an additional 4 years. Allowing the SQTTS to remain for an additional 4 academic years will allow UCL to fully implement and practice its operational changes to scheduling rooms. It will also provide UCL with a feasible timescale in which to implement further investment into its estate to provide additional permanent teaching spaces (the Institute of Education Masterplan in particular). Both of which are essential if UCL are to successfully address the shortfall in teaching space. Loss of the SQTTS at the present time, would result in further pressures on the estate and the current scheduled teaching hours would not be able to be absorbed elsewhere. This would have significant consequences on student experience and learning.
- 3.9 For these reasons, UCL considers that the retention of the SQTTS for an additional 4 years should be considered sympathetically by LB Camden in light of the world pandemic. UCL has demonstrated commitment to resolve any further need for temporary structures beyond the proposed extended time period to 2024. Its retention will not cause permanent harm to the setting of the neighbouring listed building, or the character of the Bloomsbury Conservation Area and it is a valuable resource for students.
