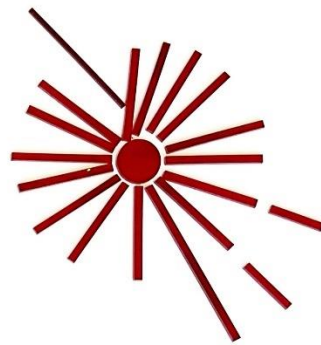


Live Projects Impact Review & Project Office Pilot Study for the School of Architecture & Environment



summer 2024

SAE

PROJECT OFFICE

PROJECT OFFICE



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Abstract

This project collected and reviewed the Architecture & Built Environment Department's legacy of community engagement in architectural and urban live project work from 2012 to 2024 – as recorded and disseminated in the School's Hand-On Bristol initiative along with Agency Project and studio curricula. This impact study found that, at a conservative estimate across the past 12-years within the school of architecture, approximately 1100 students have committed at least 82,000-hours of time to community clients' architectural and urban projects. Structured interviews were carried out with four long-standing clients that confirmed the school's role as a creative catalyst across a range of communities, offering and articulating community representation &/or a resource for neighbourhood planning & local government, and providing architectural services in support of local creative arts and many individual charities.

In parallel the project convened a student consultancy pilot across the summer of 2024 to explore the scope and identity of a newly proposed Project Office within UWE's School of Architecture & Environment. This 'pop-up' Project Office for five interns executed 'exemplar projects' that demonstrated the range of project types, specialisms, and collaborative relationships a School Project Office could manage that would be different to and enhance the Live Project and community engaged architectural work currently delivered within the curriculum. From the interns' perspective this Project Office was valued this experience as a real and physical office within which they could collaborate, share working practices and were supported in learning professional practice skills. An analysis of the project outcomes showed that all the Project Office's work delivered with reference to Knowledge Exchange Framework Metrics.

Building on this research and consultancy the study proposes a model for a dual-functioning Bureau/Office that acts as a bridge across the School's Student Experience and Knowledge Exchange with the aim of advancing both these objectives. This Office would act as a 'Bureau' for exchanging knowledge across and beyond the School, facilitating transactions across the School of Architecture & Environment between research groups, teaching, students and their societies, and communities across the city region; and focussing on delivery for the KEF Metric for 'Supporting the Community/Public Engagement' for the School. As a workplace it would implement projects through paid internships at physical 'pop-up' Project 'Offices that deliver design services that may not be sustained by mainstream practice.



Eirini Grigoriadou & James Burch
presenting this project to the AEE Project
Office Forum in September

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It is imperative to acknowledge and thank the core team that have developed Live Project work and created the impact in Bristol and beyond that we study here.

Deserved praise and thanks are due to:

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They are great to work with and all excellent future professionals.

Executive Summary

Amongst the 62 UK architectural schools, currently there are five well-established Project Offices, with three further offices in a process of renewal, and five other School's actively interested in setting up their own offices. UWE's School of Architecture & Environment is also looking to establish a Project Office to complement and build upon its established reputation as a home for community engaged live architectural consultancy. This study records the extent and impact of this previous work (Sections 2 & 3) – with a view to developing the scope and identity of a Project Office within UWE's School of Architecture & Environment. As part of this work, the School established a Pilot Project Office June/July 2024 and the results of that initiative are reviewed here (Section 4). Across the project and in reflection on the research and practice undertaken, a potential model for the School's Project Office was debated and developed, and the resultant model is presented in Section 5 of this report.

At a conservative estimate, across the past 12-years within SaAE, approximately 1100 students have committed at least 82,000-hours of time to community clients' architectural and urban projects. Collaborating with our clients we can be a CREATIVE CATALYST across a range of communities, offer and articulate COMMUNITY REPRESENTATION or offer resource for NEIGHBOURHOOD PLANNING & LOCAL GOVERNMENT, and provide architectural services in support of LOCAL CREATIVE ARTS and many INDIVIDUAL CHARITIES.

Across the summer of 2024, SaAE's Project Office acted both as a facilitator for Live Projects that have been developing over a longer trajectory and as a delivery vehicle for focussed community needs that could not be delivered through the curriculum. The Project Office Interns valued this experience as a real and physical office within which they could collaborate, share working practices and were supported in learning professional practice skills; and the Office's consultancy work delivered projects with reference to Knowledge Exchange Framework Metrics for *Supporting the Community/Public Engagement* and *Skills and Human Capital Development* – with three of the projects providing community benefit by *Exploiting the Physical Assets of the HEI* with support of CATE's technical expertise.

From the study we propose 'SAE Projects', which we see as a bridge across the School's Student Experience and Knowledge Exchange with the aim of advancing both these objectives. SAE Project will act as a BUREAU for exchanging knowledge across and beyond the School, it will facilitate transactions across the School of Architecture & Environment between research groups, teaching, students and their societies, and communities across the city region; and it will focus on delivery for the KEF Metric for 'Supporting the Community/Public Engagement' for the School. As a workplace it will implement projects through paid internships at physical 'pop-up' Project OFFICES that deliver design services that may not be sustained by mainstream practice.

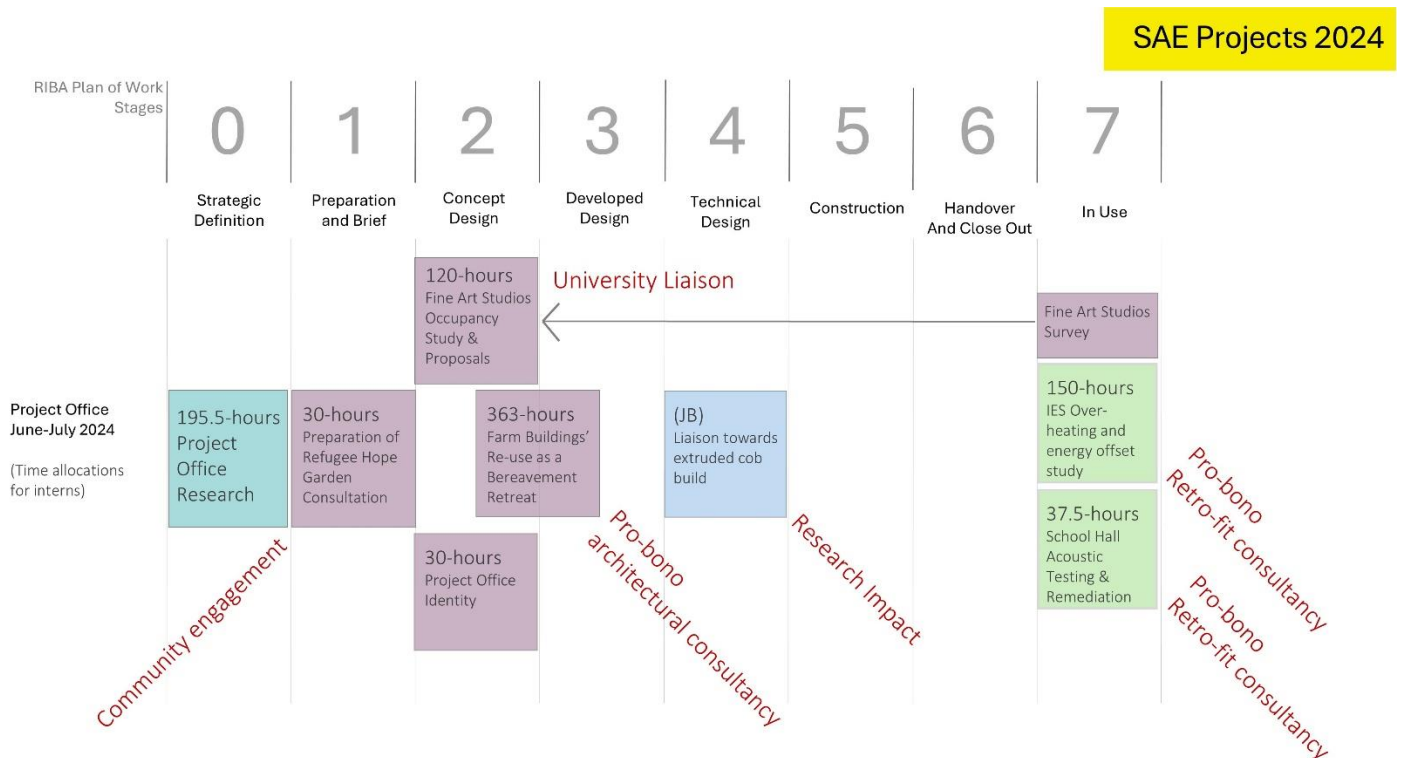
(For a speed-read you can find a summary in this text format at the beginning and end of each section of this report).

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Section 1 – introduction

What is a ‘Project Office’?



The research project reported here collected and reviewed the Architecture & Built Environment Department’s legacy of community engagement in architectural and urban live project work – both to update and confirm our network of community partners and record the impact of key client relationships. This review then supported our development of the scope and identity of a newly proposed Project Office within UWE’s School of Architecture & Environment. This work involved understanding the network of community engagement delivery vehicles across the College of Arts Technology & Environment, developing a plan for the expansion of our design consultancy work, designing the office identity, and, with the benefit of our review of previous projects, implementing a Pilot Project Office across the early summer of 2025 consultancy project and recorded the impact of that office.

What is a university ‘architectural project office’?

Within UK architectural teaching the ‘Project Office’ is a recognised term for architectural practice sited within a School of Architecture – however the nature of that practice and the activities of a ‘School Project Office’ have been various and continues to be so. There isn’t a clear and established definition of what a Project Office might be in the context of UK architectural education.

A Potted History of the UK Project Office

There is some agreement that the first form of Project Office was established at Birmingham School of Architecture in the mid-1950s by Professor Aldwyn Douglas Jones (Jones and Columbano 2022) - who, coincidentally, carried this form of practice forward in his leadership of Bristol School of Architecture from 1962 to 1975. Jones’ pedagogy was based in live project work used to educate architectural students towards completion of their professional training. These projects were often for Birmingham City Council acting as client, and they were designed from feasibility through to construction by a collaborating team of students. A second wave of offices were established in the late 60’s that continued client relationships with public corporations (Local or Statutory Authorities, the Post Office) but removed the delivery of professional services from studio teaching – so that a School’s Project Office was separated from the design studios (Connolly 2024). The duration of this second wave of Project Offices might be represented by Newcastle School of Architecture’s office, which ran from 1967 to 1993 and was in the School but in intent and purpose was separate from the School’s teaching of Architecture. During this period other offices were found at the Liverpool and Sheffield Schools. A third wave of Project Offices can be seen to emerge in around 2010 – influenced perhaps both by the 2007 financial crash and the need to support students in finding alternative modes of practice, and by a critical shift in pedagogy that argued for a more socially engaged teaching of architecture that supported students in listening to and designing for the lived experience of buildings’ users and clients (Awan, Schneider and Till 2011), (Harriss and Widder 2014). This third wave – Newcastle, Sheffield, London Metropolitan (Markey 2014), Leeds Beckett (Stott and Warren 2016), Liverpool John-Moores, Portsmouth and Cardiff – are discussed below.

Currently there are 6.5 Schools of Architecture that advertise a Project Office as part of their activities (the 0.5 is seen as UWE’s current pilot reported on here). The operational method and objectives of these Offices vary depending on the institutional context and the research &/or pedagogical interests of the leadership for each office.

AAE Project Offices Forum

Across the spring of 2025 UWE collaborated with Project Office leaders from Leeds Beckett, Newcastle, and Sheffield to develop a Project Office event. This took place as an Association of Architecture Educators' Forum on the 10th of September and UWE, Bristol was represented by Dr Matthew Jones, Eirini Grigoriadou and James Burch. The Forum included presentations from universities with Project Offices (including a presentation by UWE on their work and pilot project office) and workshops on the themes of civic engagement, research, and the nature of a university-based architectural practice (this latter workshop led by UWE). Each presenter was encouraged to be open and candid about their Office and so, usefully, we gained a clear picture of each of the Offices attending, which is captured in the pen-portraits described here:

Newcastle School of Architecture [Design Office](#) – running from 2010 onwards and characterising itself as a Design Research Consultancy. It runs as an office charging professional fees to cover a £15k student bursary provided to a PhD student who provides architectural work to the Design Office and places a PhD in Creative Practice with School. The School underwrites the £15k running costs of the office. It has predominantly delivered feasibility studies and some work to RIBA Stage 3 Concept Design and its principal client has been Newcastle University Departments and Schools consulting with the university's Estates Department. It has functioned as advisory architect for the execution of small to medium-sized construction projects. One could say that this Project Office's professional practice acts as a means to another end, which is the production of doctoral research through creative practice - often beginning with the nature and procedures of the profession and using design research methodologies to critique those mechanisms.

Sheffield School of Architecture [Live Works](#) – running from 2012 building on a previous 12-years of curriculum-based Live Projects. Live Works delivers public engagement and is situated in a rented shop in a central Sheffield shopping mall, which it co-rents with a not-for-profit community organisation and at which Live Works also co-ordinates Sheffield's Urban Room ([Urban Rooms Network](#)). This shop location is co-funded by the central university and used as a site for public consultation for a wider range of consultation exercises by academics from across the institution. Live Works develops initiatives in public engagement across the year and co-ordinates a 6-week 15-credit Masters of Architecture Live Project delivered each autumn. With long-term clients it negotiates 'Project Stacks', agreeing funding for the delivery of a suite of project work

across an academic year. The principal objectives of Live Works are community engaged architectural pedagogy and bottom-up Place-Shaping.

London Metropolitan Art, Architecture & Design Projects Office – has run for over 20-years and its initial remit was to facilitate professional practice by students from the School. From 2019, it has been identified within London Metropolitan’s Strategy Plan as one of the delivery vehicles for the university’s Civic University Statement. The Design Projects Office curates delivery of a suite of design services to charitable clients and to developers and has an ongoing relationship with the London Architecture Festival. Its remit is wider than architecture and it co-ordinates students from across the applied arts; and so, the Design Projects Office might be characterised as a bureau through which clients are received and design initiatives established across a range of design disciplines. In terms of architectural production this office has an emphasis on Live Builds and events involving construction, often in the public realm. Given its location in the UK capital, London Met’s Design Project Office takes benefit from property developers’ obligations to support public art and public engagement as part of their development strategies.

Leeds Beckett Project Office – is an architecture practice that manages the School’s curriculum-delivered Live Project work, with an emphasis on the development, and sometimes the delivery, of built works for community clients. It has achieved RIBA Chartered Practice status. Leeds Beckett looks to occupy the gap between practice and academe and collaborates with community clients that would otherwise be unable to afford architectural consultancy. It sees itself as facilitating the education of community clients in the development of their briefs and in their understanding of the development process. Predominantly it delivers feasibility studies, and it has also designed and built works for the community, with the firm ambition to move into the execution of built works where this is ethically and practically viable.

Liverpool John Moores School of Architecture – has taken forward a range of community engaged project work through a range of project vehicles. It is currently collaborating in L J-M's development of a City Lab, with the intention that the School of Architecture provides pro bono professional advice across a range of disciplines.

The research team attended an Association of Architecture Educators Forum on Project Offices, which was attended by approximately twenty academics, including representatives of School exploring the viability of the establishment of their own Project Offices. Those attending

in that capacity were: Bath Spa, University of Hertfordshire, Salford, Westminster, Northumbria.

Two School's with previously well-established Project Offices were unable to attend the AAE Forum:

Portsmouth University [Architecture Projects Office](#) - this project office has changed leadership recently and it is as yet unclear how it will develop.

Cardiff University did not attend this Forum. It has a long tradition of project offices with a Design Research Unit. However, the status of this Office currently is unclear.

The Forum ended with a discussion and attempts among the delegates to formulate a definition of the contemporary UK Project Office and concluded with an agreement that there was no clear definition. Based on this discussion and for the purposes of this report the authors of this report offer the following initial definition:

Project Office: a contemporary working definition

Architectural design practice within a university, usually outside the curriculum, that practises forms of architecture that could not be sustained within commercial practice. The office creates employment opportunities for students where they are paid either in academic credit or with wages, and its outputs are often - but not exclusively - for community benefit.

It is important here to make a distinction between a Project Office and curriculum-based design studio work that engages with clients outside the institution in a pedagogy commonly understood know as 'Live Projects'. UWE, Bristol has a well-established practice of live projects currently delivered through the Master of Architecture Module Live Project Studio (UBLMWR-30-3). In this module, Live Projects are almost, if not always, delivered for not-for-profit organisations and require a negotiation of the brief and development of the project as a collaborative engagement between students, the potential building users, and the client group. Professor Rachel Sara (Birmingham City University) who was central to the development of Live Projects at UWE, formulated a seminal definition of this pedagogy:

The live project [is] a type of design project that is distinct from a typical studio project in its engagement of real clients or users, in real-time settings. Students are taken out of the studio setting and repositioned in the 'real world.'

(Sara [2004] in Morrow 2014)

From our own discussions and debate at the AAE Forum outlined above, one finds a blurred distinction between Project Offices and Live Projects. Depending on where an institution's Project Office is positioned by its School it might be a vehicle for the delivery of Live Projects. However, work in a project office may not explicitly take on these characteristics of student leadership of the engagement with clients and a collaborative pedagogy; and a Project Office might include student work under the direction of a practice-lead, work packages following a pre-determined scope, and the planning and preparation of future Live and building projects. The work of a Project Office and its forms of engagement beyond the university may be – and often is -broader than a Live Project pedagogical remit.

Section 1 : A SUMMARY OF THE INTRODUCTION

- ★ **Project Offices attached to Schools of Architecture have appeared and disappeared at various schools across the past 75-years and their remit has changed depending on the economic climate and institutional context from which they emerge.**

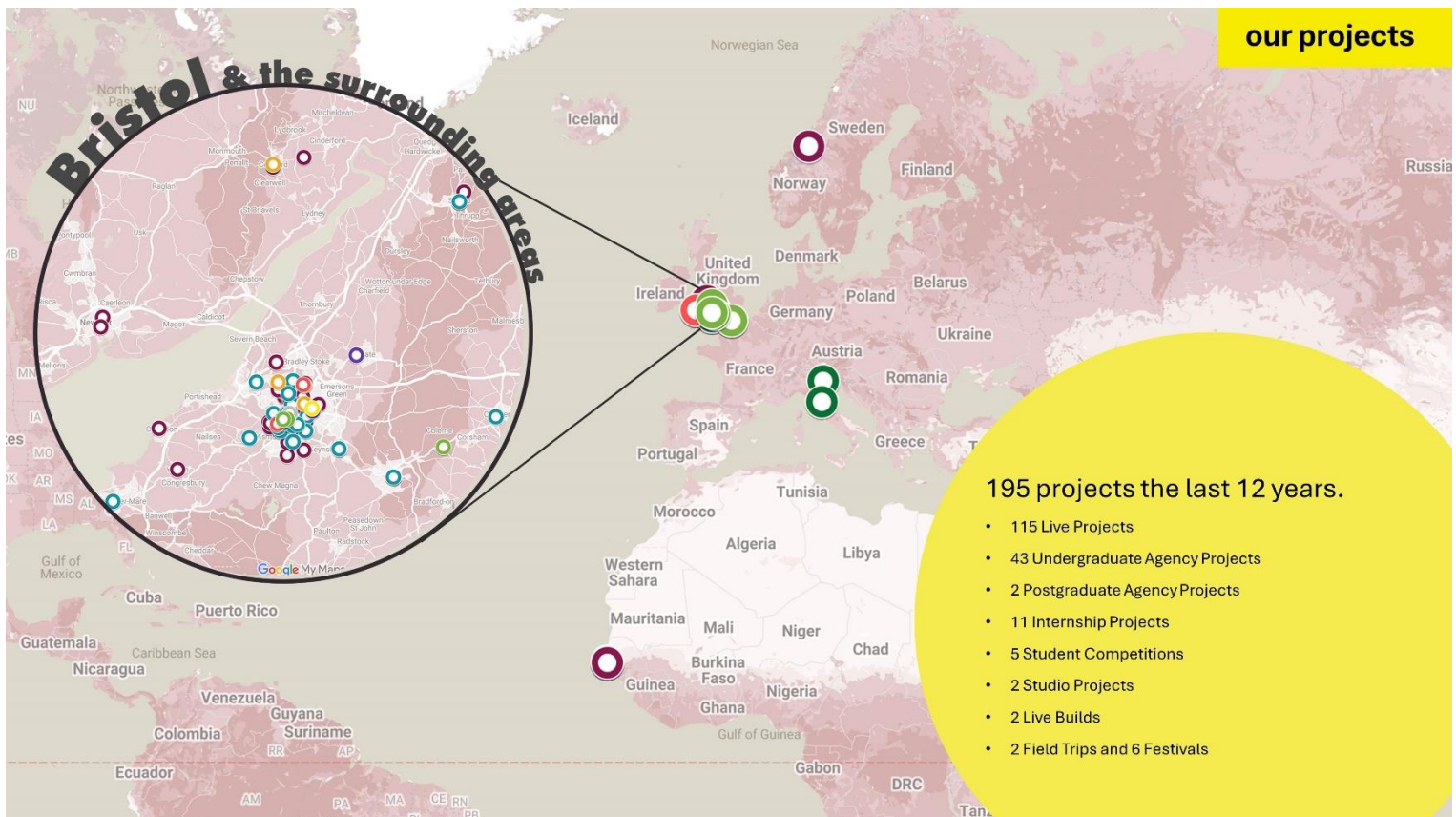
- ★ **Excluding UWE, currently there are five well-established Project Offices at UK Schools of Architecture, three further offices in a process of change, and five other School's that are actively interested in setting up their own Offices.**

- ★ **Project Offices' activities vary across the sector but generally the activities of a Project Office might be defined as:**
 - Architectural design practice within a university, usually outside the curriculum, that practises forms of architecture that could not be sustained within commercial practice. The office creates employment opportunities for students where they are paid either in academic credit or with wages, and its outputs are often - but not exclusively - for community benefit.**

- ★ **Most of the UK Schools of Architecture conduct curriculum-based live projects – with various levels of consistency and commitment. A Project Office might engage in and support this type of curriculum delivery but also may offer other services.**

Section 2 – what have we done?

Review of UWE Architecture's Live Project & Community Engaged Work from 2012 to 2024



Firstly we wanted to understand what live project and community engaged design work UWE's architectural students have done over past 12-years – so that we could track and update our current network, identify the strengths and gaps in our community work and understand the network that we can build upon and the place for a potential Project Office in further development of this form of university community engagement through architectural projects.

Reviewing Our Archive

This first work package found and compiled previous archives and then recorded, reviewed, and categorised this work. The archives reviewed included retained physical submissions, e-mail records of interactions with clients, the [Hands-On Bristol](#) website (Sara, Daniels, Marco, Jones and Burch 2014) and more recent digital archives on BlackBoard.

This review sought to find all forms of community engaged work, competitions, consultancy, and live build opportunities taken forward by the architectural cluster of undergraduate and post-graduate teaching across the past twelve years. The overwhelming majority of this work has been delivered in the curriculum through the following related modules:

Year	BA Hons Architecture & Planning	Undergraduate Architecture Studios	Master of Architecture		Post-graduate Planning
12/13	Agency Project A (15-Credit Placement) <i>A full-time work placement where, each year, a third to a half of the cohort have engaged with community groups as clients</i>		Professional Practice 1: Client & User (15-Credits) <i>Professional practice reflection on the dynamic in Studio A</i>	Design Studio A (60-Credits) <i>Autumn semester included a 10-week Live Project</i>	Agency Project B (30-Credit Placement) <i>Members of this cohort have engaged in community client work each year</i>
13/14					
14/15		<i>One-off</i>			
15/16		<i>project</i>			
16/17		<i>vehicles</i>			
17/18		<i>delivered</i>			
18/19		<i>when the</i>			
19/20		<i>opportunity</i>		Live Project Studio (15-Credits) <i>One semester engagement with community clients</i>	
20/21		<i>arrives</i>			
21/22					
22/23					
23/24					

TABLE 1 : Curriculum delivery of Live & Community-Engaged Projects 2012 onwards

The archives were reviewed and categorised to identify the nature of each project. During this review 195 separate projects were discovered. More will have taken place but are difficult to track, as colleagues involved have left and the records cannot be found. These 195 projects confirmed the following characteristics of the work:

115 Live Projects – these are small-group student-led design projects concentrating on brief development collaborating with not-for-profit community-based agencies delivered within the Master of Architecture curriculum. (The majority of this work was found on the Hands On Bristol website together with some retained physical submissions).

43 Undergraduate Agency Projects – these are projects led by individuals or small groups of BA Hons Architecture & Planning students that are placed within the final year 15-Credit *Agency Project A* module that provides planning and urban design consultancy

for community agents within the Bristol region. (The records for this work were found from 2016 onwards and so the number of these community Agency Projects is incomplete as this module has run for over 20-years and includes other community engaged planning consultancy in the 2012 to 2016 period covered by this report).

2 Postgraduate Agency Projects (currently catalogued) – these are planning research projects to specific community client briefs usually developed by individual students. (These are placed within the 30-Credit *Agency Project B* module that may be taken as an option by students on the Masters of Urban Planning degree. We know there are more of this type of vehicle to catalogue).

11 Internship Projects – employing a total of twelve student interns across six separate internship opportunities and providing more extended architectural consultancy work in response to specific scheme develop opportunities. These internships have been sponsored by the Higher Education Innovation Fund & in, one instance in 2013, by the Bristol Environment iNet with cross-subsidy from a client charity.

5 Student Competitions – School-wide invitations to students to engage with competition briefs developed with community, business, and university partners - usually for prize money provided by the partnering organisation who set the brief together with academic staff and then participate in the judging of the submissions.

2 Studio Projects – studio-based design projects taken by a whole cohort of students that include direct engagement of an external client with the development of the brief and the critical review of student design projects. (There have been other studio-delivered projects – particularly in Interior Architecture with commercial clients – but the records of these are lost).

2 Live Builds – extra-curricular construction projects that invite students to collaborate on the planning and execution of small construction projects. One of these was funded by Bristol City Council, the other by UWE's Estates Department.

2 Field Trips and 6 Festivals - supported by UWE, sending students to engage in Live Project &/or Live Build opportunities in the UK and across Europe. (This work is also to be found on the Hands On Bristol website)

The cataloguing process included recording the number of students participating in each project, where this information was available. From this it is recorded **at least 1080 students participating in this work.**

Calculation of Time Spent on Architectural Live Project Work

It is difficult to accurately estimate the time spent by students working on Live Project work, and there are twenty-eight of these projects where we cannot provide an accurate estimate of the

time spent. Discounting those twenty-eight projects, we calculate that approximately 82,200 hours of student time with parallel support from academic staff within ABE/SAE has been spent in Live Project architectural engagement. The distribution of that time and energy across this time-period is illustrated here:

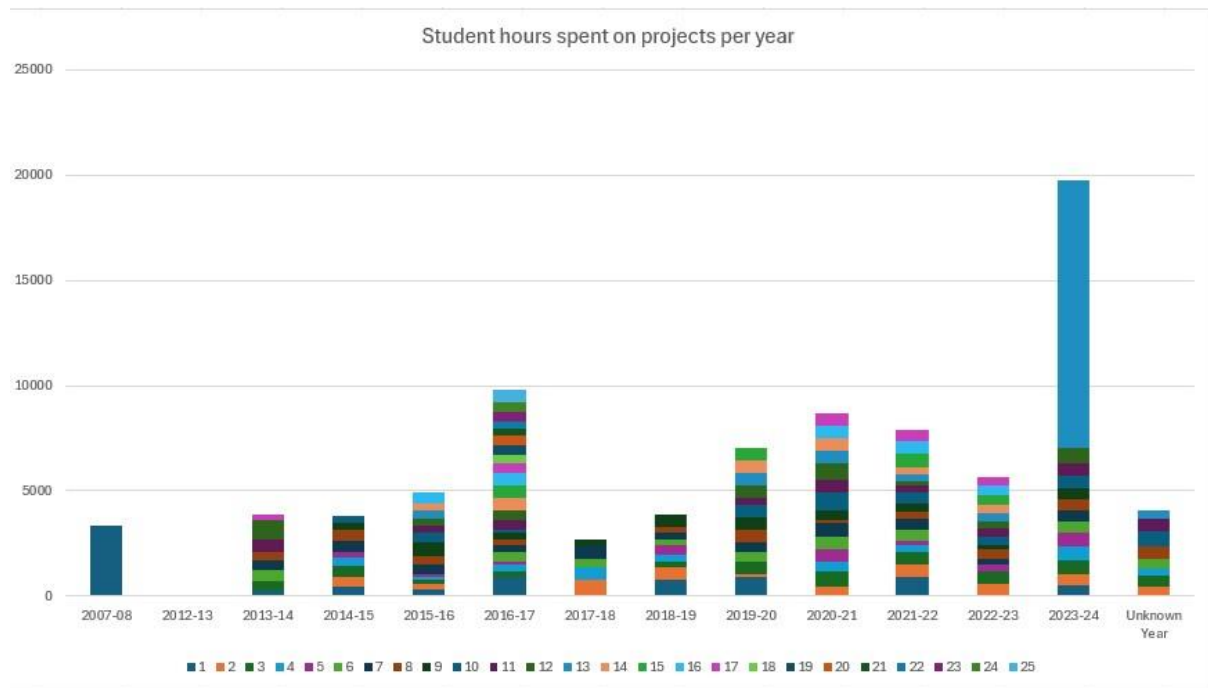


FIGURE 1 : Time Bar Chart from Database

This shows an engagement with Live Project and community engaged architectural work of approximately and consistently a minimum of 4000 hours (or 106.6 working weeks)/year. The blue spike in activity for 2023/24 is where a second-year studio project which explored tutor-led brief exploring culturally specific housing, which led into Review and discussion of the projects by a Housing Association.

Notional Financial Investment into Community Engaged Architecture

If we take the two principal delivery vehicles by which community-engaged project work has been delivered, and then use the data-base to list projects and students' time allocated to with those delivery vehicles only, we can make a rough estimate of the financial investment UWE-students and staff time into community-engaged project work:

Table2 : Calculation of Hourly Paid Equivalent for Community Engagement Architecture 2012 to 2023

Delivery Vehicle	No. Of Projects	Total Hours	Level	Hourly Rate £	Total Hourly Rate
Agency Project & Internships	46	16,842	4, 5 & 6	12.00 (Grade B)	£202,204
Client & User Studio A Live Project Studio	35	13,256	7	15.35 (Grade E)	£203.479
Both sets of delivery vehicles above	81	30,098	All Levels	45.00 (Notional Practice Rate)	£1,354,410

Note: The following assumptions have been made in making these calculations:

Whilst this portfolio of work has developed across 12-years, current hourly rates have been used in these calculations.

Undergraduate student work (Levels 4,5 & 6) has been priced at Grade B Real Living Wage – which is the pay scale identified for Research Interns on the HEIF-funded scheme). The descriptors for Grade B in *UWE Rates of pay for casual workers as of 1 January 2024* are “Receive and convey basic information. Would have set tasks each day and have some discretion in how these are carried out. Supervision immediately available. Would deal with minor problems and queries. Roles that involve basic tasks such as filing, answering telephones, simple data input.” It is worth noting that most architectural interns will be required to work with a skillset that is enhanced and above those descriptors.

Postgraduate (Level 7) student work has been priced at Grade E Scale Point 22 - the descriptors for which include “Normally require a higher level of knowledge and experience. May need to undergo periodic refresher and updating training. [...] staff at this level would need to have a degree level in specialism” - which is why this Grade Point is appropriate for these postgraduate architecture students.

A Notional charge-out rate for an Architectural Assistant has been determined at £45/hour, based on consultation with colleagues in Practice. This figure could be seen as at the low end of charge-out rates for non-Professional Architect staff charged by Practice, and it is worth noting that it does not account for the profit and overheads required to support an architectural practice.

Given that this work should be understood as ‘Pro Bono’ professional consultancy this demonstrates both the value of the resource provided by UWE and the non-viability of this work being something that charities would be able to access from professional Practice. Simplistically one can see that charities looking to deliver these 81 project vehicles would be looking for just over £13,000 each to initiate the design studies from commercial sector that have instead been provided by UWE and its students.

Running a calculation applying the principles of the Workload Allocation Model we can also identify a rough price-estimate of the workload-resource UWE’s academic staff have provided in delivering the teaching and mentoring necessary to support these community engaged projects:

Table 3 : Calculation of UWE Academic Resource for Community Engagement Architecture 2012 to 2023

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>
No. of Hours	WAMs translation (wlb)	Separation out of assessment resource (1/5 per wlb)	Amount of teaching delivery (wlb)	Hourly Rate for a wlb £	Total teaching resource £
	$a/2.5$	$b \times 0.2$	$b - c$		$d \times e$
30098	12039	2407	9631.20	110	1,059,432

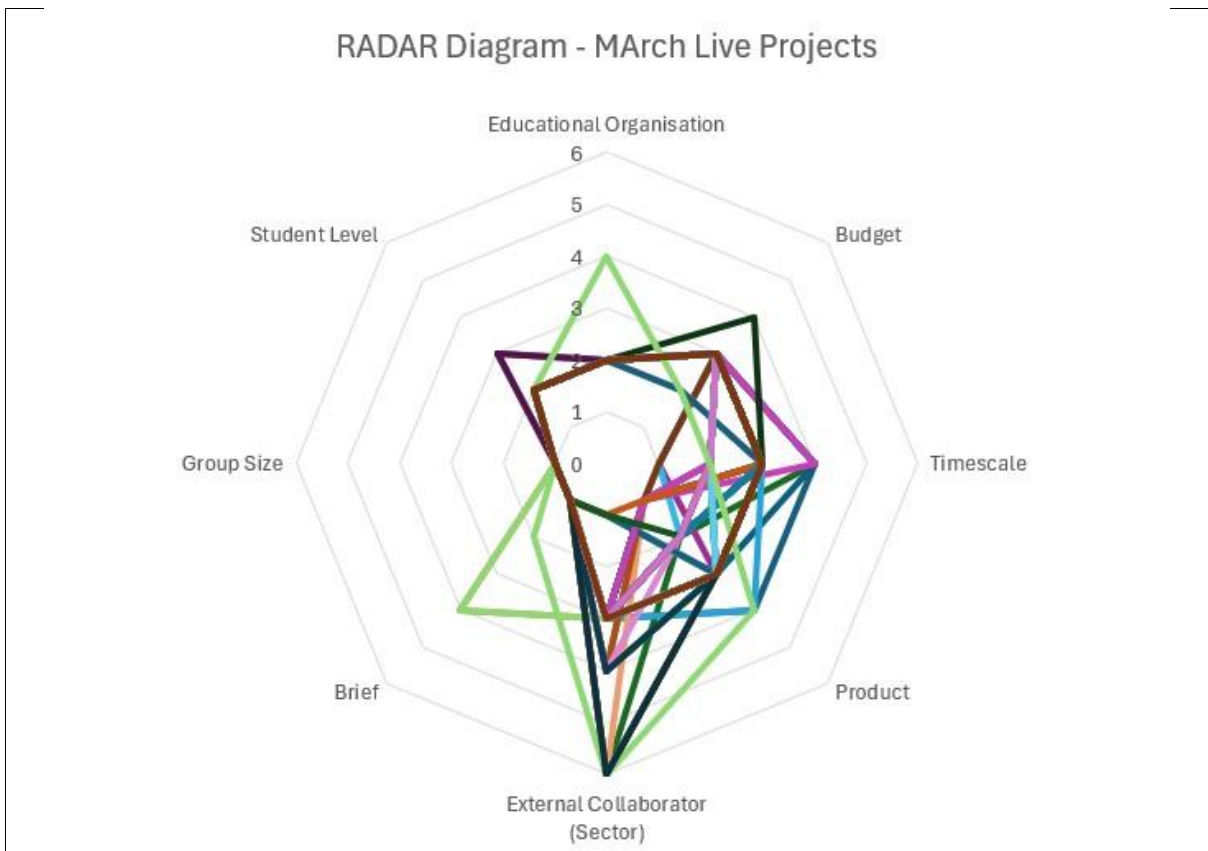
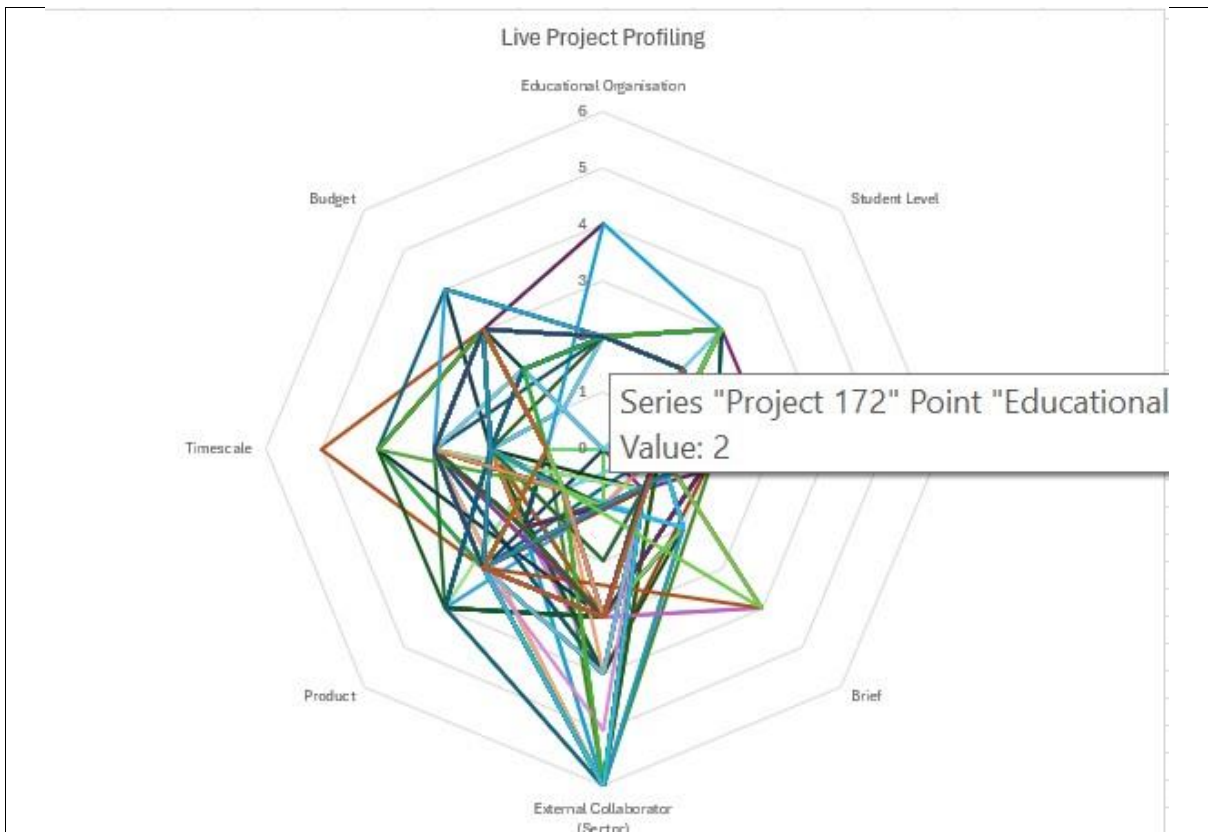
Admittedly these calculations are simplistic. It should also be noted that they are also conservative estimates as the calculation only looks at a portion of the portfolio of projects identified as providing a direct mode of community engagement and benefit. With this in mind they do demonstrate an allocation of student time worth over £400,000 by UWE’s measures of student work, which equates to over £1.05 million of time – at a conservative estimate – should the finances be available for commercial Practice to cover this work, It should be also be noted that UWE’s direct allocation of academics’ time and expertise into this work is similarly £1.05 million – if the Workload Allocation Model is used to measure this resource.

The Location of Projects

Taking the project data, we created a [UWE Live Project Map](#) that locates each project on a world map. This mapping shows UWE’s Architectural Live Project work spreading out from intense activity in and around Bristol, through the west of England into Wales, and stretching from Norway to Gambia. When looking at this mapping one can see a high concentration of projects in the south and east of Bristol inwards and neighbourhoods that are usually considered to be economically disadvantaged.

Project Characteristics

The project types listed above give some indication of the profile of work we have undertaken. To understand the character of this work we categorised each project using the following taxonomy:



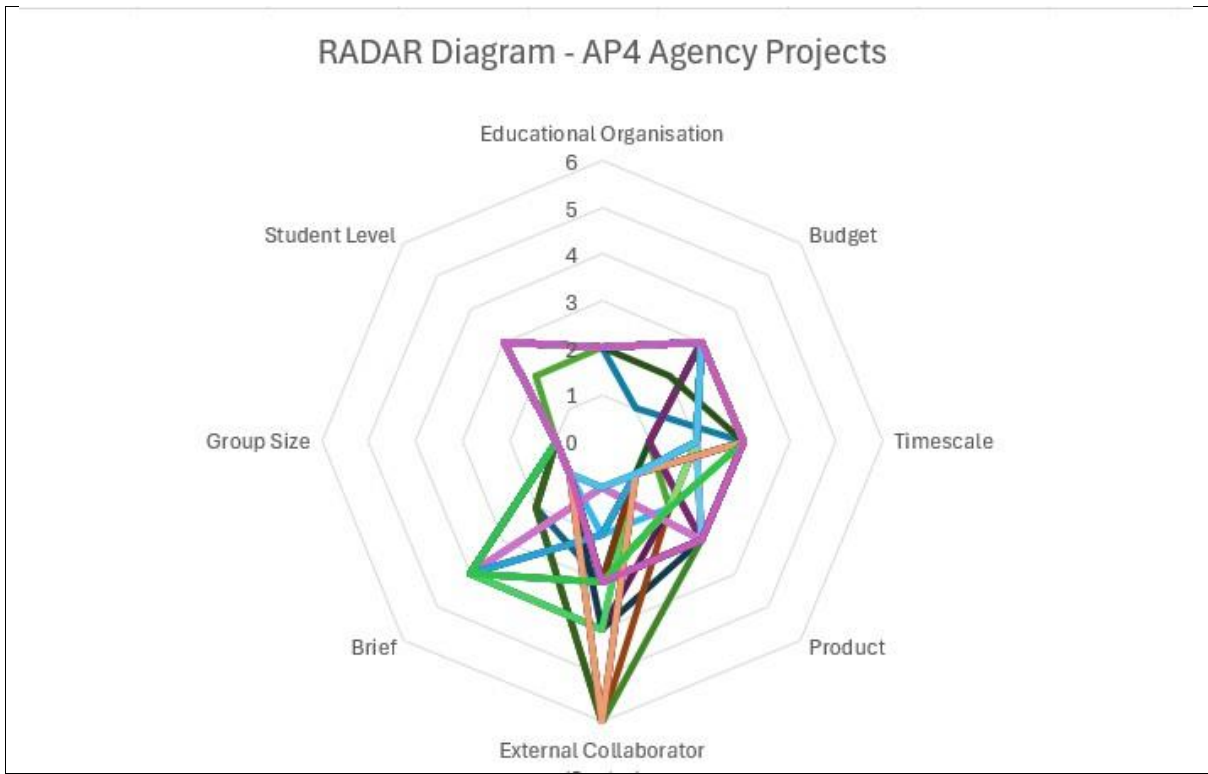
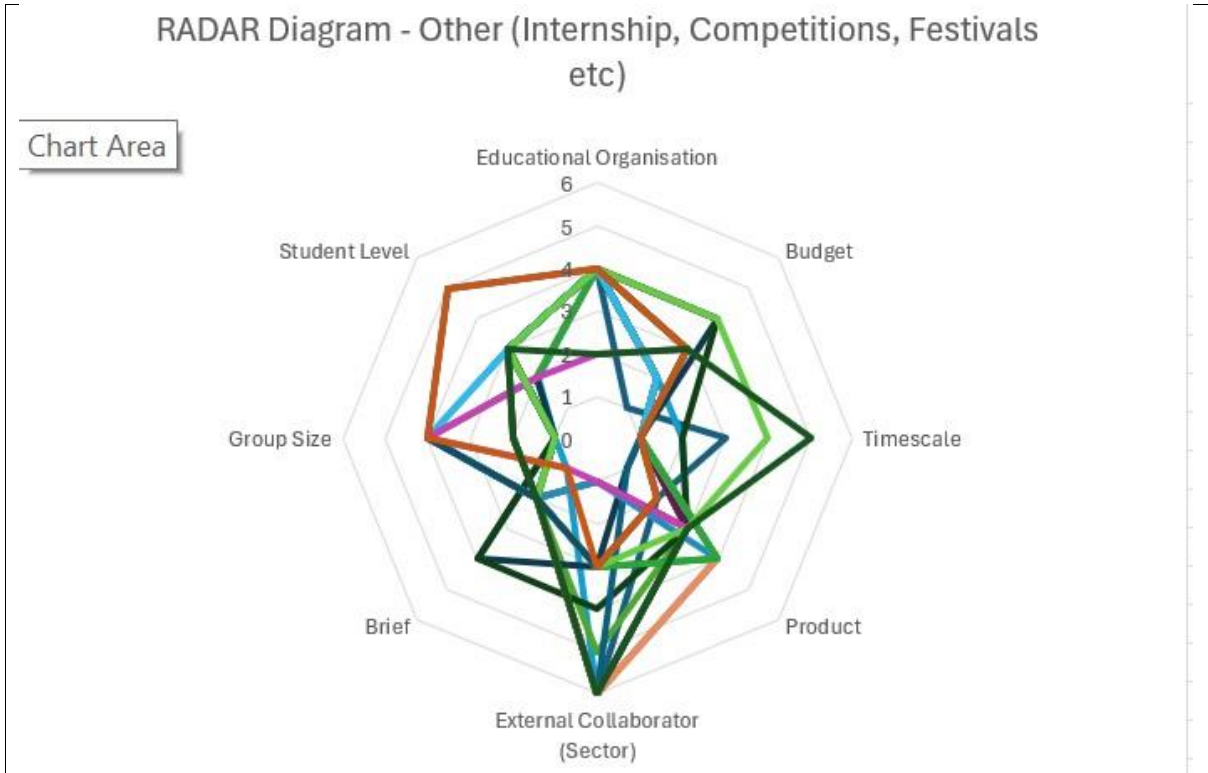


FIGURE 3 : Radar Diagrams from the Database

Using the eight spectra to cross-compare between project delivery vehicles offers the following:

	Group size	Student Level	Educational Organisation	Budget	Timescale	Product	External Collaborator	Brief
MArch (116 Projects)	<i>All small groups of between 3 and 7 students</i>	<i>All are PG except for 1 Erasmus project</i>	<i>All are curricular except for 2 extra-curricular</i>	<i>90% are delivered through university funded teaching delivery</i>	<i>The timescale is consistently 8 to 10 weeks with the commitment of time/per project dependent on the group size</i>	<i>A mix of Community Engagement / Design / Physical Builds</i>	<i>A mix of Schools/Universities, Local Government & Community Organisations and Charities</i>	<i>90% are Client-led with the remainder Tutor or University-led.</i>
Agency Project (41 Projects)	<i>All small groups of between 1 and 5 students</i>	<i>98% are undergraduate, although outputs from the PG Agency Project is still to be added</i>	<i>All curricular based</i>	<i>98% are delivered through university funded teaching delivery one project was client funded</i>	<i>The timescale is consistently 5 weeks with the commitment of time/per project dependent on the group size</i>	<i>A mix of Community Engagement / Design</i>	<i>A good mix of clients except for Government Agencies</i>	<i>A mixture of Tutor, Client and University led briefing for the projects</i>
Internships Competitions, Festivals (21 Projects)	<i>Mostly either groups of <10 or 101+</i>	<i>90% 3's (UG). A couple of PG and a few mixed.</i>	<i>90% are extra-curricular facilitated by UWE networks</i>	<i>Budgets are a mix of student self-funded, sponsorship or client organisation-funded</i>	<i>Usually, short-term projects of <100 hours</i>	<i>A mix of Community Engagement / Design / Physical Builds with more emphasis on the latter</i>	<i>A mix of Schools/Universities, Local Government & Community Organisations and Charities</i>	<i>Almost all either student led, or client led</i>

From this we can define the broad characteristics of SAE's current Live Project architectural work.

Group Size – the projects are predominantly delivered as small group work. This seems appropriate if the pedagogic aim of the work is to collaborate closely with clients and learn how to draw out and articulate their brief and users' needs from within a local community.

Student Level – the two curriculum-based delivery vehicles cater for separate levels of student – PG or UG and there is little to no mixing between cohort levels, ages, and experience.

Educational Organisation - just under 90% of the Live Project engagement for students with community-based organisations is delivered through the curriculum.

Budget – similarly, the University, investing in its academic staff and students, provides the investment in approximately 90% of the community-based architectural Live Project work provided by UWE.

Timescale – all the projects work within short and fixed project timescales of 8- to 10-weeks for PG work, 5-weeks for UG work and usually less than 100 hours for extra-curricular work. It follows that there are fixed points for delivery across the year, with cyclical ties into the curriculum and spring and autumn semesters.

Product – there is a good mix of outputs but with a much stronger emphasis on Design and Community Engagement with rare instances of live construction work.

External Collaborators – there is strong representation of Community Organisations, Local Government and Schools/Universities and limited connection with Private Consultancies and Government Agencies.

(However this interpretation should be treated with caution, the data here is examining direct engagement between students and Live Project &/or community engaged briefs. Other modules within the School deliver Work Placements that focus their engagement on working with consultancies).

Brief – Just under two-thirds of the project work is Client-led demonstrating the benefit of the community work in identifying and articulating community needs.

Section 2 : CONCLUDING SUMMARY POINTS

- ★ **The Architecture curriculum at UWE has shown continued and consistent community engagement through Live Projects across the past 12 and more years. At a conservative estimate, across 195 and more projects, over 1080 students have committed at least 82,000-hours of time to community clients' architectural and urban projects.**

- ★ **This engagement has a central focus on Bristol and particularly its disadvantaged communities. The work extends more widely across the region with several connections across Europe and further.**

- ★ **This work has been delivered through the curriculum, which provides a consistent work-stream for specific programme cohorts at fixed points in the year. Greater flexibility in delivery points across a year would enhance the connections made within the community and expand the opportunities for student engagement.**

- ★ **The work is usually Client-led, which means it directly connects to and articulates community needs. This leads to a defined scope of deliverable - usually feasibility studies and community engagement - that might be expanded in scope and ambition if other flexible delivery vehicles could be found.**

- ★ **This history of engagement and client network provides a solid foundation and civic reputation that can be developed over the next 5-years and more.**

Section 3 – what impact do we make?

Key Client Case Studies Reviewing the Impact of UWE Architecture’s Live Project & Community Engaged Work

The projects would absolutely not have had the same impact without the UWE architecture students!

Ruth Myers
(Local Learning)
Creative Catalyst

The work the students have done, and the reports created acted as building blocks to create a comprehensive project for improving the area. None of this could have been done without the students coming in with fresh perspectives and a can-do attitude.

Stuart Phelps
(Baggator Nexus)
Community Planner

Students gave the community a voice, the power, the understanding and knowledge. The community wasn't being listened to before and were ghosted. The project has changed the reputation of UWE dramatically as you're seen to be doing what's right by the community.

We quite often have an idea or a vision or we've heard the community have got an aspiration, but by the end of the brief, having been delivered with UWE, we actually have a visualisation of what that could look like, what it might cost and how we may move it forward. So it becomes tangible and we can explain it to different audiences.

Communities have limited involvement with the developments taking place nearby. We give the community a voice. We give diversity a voice in place making.

We are doing what the council should have been doing. We are making an impact.

We have to find ways of changing the commercial market to include students and smaller, more local organisations.

Sibusiso Tshabalala
(Cognitive Paths)
Community Representation

Without UWE students, I wouldn't have the capacity or confidence in delivering the projects. UWE Architect students... Oh my goodness! They're social, engaging, technical.

Marilyn Cox (Councillor)
& **Nick Penny** (Mayor)
Coleford Parish Council

The project move very quickly, whereas if it was left to us as volunteers with varied skills, it would have taken considerably longer and I dare say we may never have got to the point of having the confidence.

In this section we identify repeat clients and look at the nature and benefit of the relationship with UWE’s Architectural Live Projects.

Over the past 12 years we have worked with...:

more than 107 different clients (*individuals, organisations, UWE departments*).

118 projects have been in collaboration with community organisations and charities.

24 with schools / universities

21 with private companies

14 with local authorities, &

One with a government department

Several key clients and a range of client characteristics emerged from this collection, leading to our identification of 6 Key Clients. Each of those identified had been repeat clients for 4-years or more and could be seen as long-term collaborative partners with our Live Project and community engagement work; and each demonstrated a particular character of client operating with a specific form of agency, agenda, and facilitation within Bristol's communities. The 6 Key Clients we identified are:

- **Ruth Myers** from [Local Learning](#)

Myers-Insole Local Learning is a not-for-profit Community Interest Company established in Bristol in 2005. It aims to explore local heritage with all members of the Bristol community through creative participation. UWE's Architectural Live Projects have been working with Local Learning - both with undergraduates and with post-graduates - for over 5-years. Local Learning's form of agency might be understood as a **Creative Catalyst** across a range of communities.

UWE has completed twelve projects with Local Learning: *Carlos Trower Research & Exhibition Development / A Fine Balance - in Carlos' Footsteps: Bristol Beacon Exhibition Design & Installation / Hillfields Homes for Heroes / Generating Narratives / Bristol 650 / Meadows to Meaders (a continuing community soap-opera) / Glenside Sensory Garden – (design) / Wise Connections – (design and build) / Thomas Chatterton's Poetic City – (design) / A Peerless Pier – (design and build, albeit with ambitions limited by Covid) / Opening up the Magic Box – (design and installation)*

- **Sibusiso Tshabalala** from [Cognitive Paths](#)

Cognitive Paths is a social enterprise based in Bristol supporting Black and Ethnic young people and minority-led small businesses to thrive and succeed. Sibusiso Tshabalala is a community organiser and was elected as a Green Party Local Councillor in May 2024.

UWE's Architectural Live Projects has been working with Sibusiso Tshabalala for 4-years and his form of agency might be understood as **Community Representation**.

UWE has completed three projects with Cognitive Paths: *St Pauls Neighbourhood Plan / Placemaking: Clifton & Hotwells Muted Communities / Clifton & Hotwells*

- **Stuart Phelps of [Baggator Nexus](#)**

Stuart Phelps is a community organiser working in Easton, St. Lawrence, and St. Philip's Marsh, working on citizen capacity building, the representation of deprived communities and the development of neighbourhood plans in those areas. UWE's Architectural Live Projects has been working with Stuart for 6-years and his form of agency might be understood as **Neighbourhood Planning**.

Stuart Phelps also has a well-established working relationship with the School of Engineering Climate Action Hub, led by Dr Laura Fogg-Rogers, and he co-ordinates initiatives to bounce between SaAE's Live Projects and the Climate Action Hub.

UWE has completed eleven projects with Stuart Phelps and work is ongoing: *Marsh Makers: St Phillips Marsh / Netham Heating and Sustainable Solutions / St Philip's Marsh Planning Context / Marsh Maker / Marsh Makers: St Phillips Marsh (separate to above) / Marshmakers / St Philip's Marsh Massing Studies / Frome Gateway / Stapleton Road / Anti-Social to Social (M32 by Shar Jalal Jame Mosque & Ikea) / Craft Quarter*

- **Marylin Cox (Councillor) and Nick Penny (Mayor) of [Coleford Parish Council](#)**

Marilyn and Nick are local councillors in the town of Coleford and have used UWE's Architectural Live Project work for elements of design consultancy and community consultation for over 6 years. This has extended into HEIF-funded student work for the Parish Council. Their form of agency might be understood as **Local Government**.

UWE has completed six projects with Coleford Parish Council: *Coleford Linkages / Coleford Town Regeneration / Mushet Walk and Active Travels / Coleford Youth Provision / Coleford Vision / Coleford: An Urban Forest*

- **Jo Leahy of [Stroud Valley Art Space](#) (SVA)**

SVA Ltd. is creative hub providing studio, project, exhibition, event, rehearsal, and online space from a base in Stroud. UWE's Architectural Live Projects has been working with SVA for 4-years and their form of agency might be understood as **Creative Arts**.

UWE has completed four projects with SVA: *Puppet Place / Brunel's Goods Shed (over multiple years) / SVA: Stroud Valley Arts Space - Brunel Goods Shed Pre-App / The Goods Shed.*

- **Mian Ng (UWE) and [The DIAGO Gambia Project](#)**

In her role as UWE's Lead for Global Partnerships in Social and Cultural Engagement, we have collaborated with Mian since 2019 on the placement of architectural students on exchanges with projects in Gambia, which led into an ongoing relationship between DIAGO and MArch Live Project Studio.

The five clients external to UWE were approached for an interview and four of these accepted, these were: **Ruth Myers, Sibusiso Tshabalala, Stuart Phelps, Marilyn Cox & Nick Penny.**

These meetings were conducted as semi-structured interviews following thematically organised questions. The overall purpose of the interviews was to understand how the collaboration with UWE worked for that client, to understand in more depth the working relationships our students establish on their Live Project Work and, from the client's perspective the social impact these projects achieve.

For this report, their reflections have been collated and summarised under the key themes established for the interviews.

Relationships & Engagement

- All clients said they could not do the work or achieve the same impact without UWE students. In most cases the project in question would not have gone ahead without the resource provided by UWE students; or, if the project had gone ahead, it would not have been completed at the same capacity, would have progressed more slowly with a reduction in impact and momentum for the local communities involved.

MC - "Much of the work I don't think would have happened and I think where possibly projects that would have gone forward without the collaboration with UWE, they would have gone forward at a much slower pace and at a significant increase cost to the Council"

- Students are highly valued from a client perspective, they bring fresh ideas, enthusiasm, excitement, ambition, technical skills as well as soft skills and local knowledge all valuable to a small organisation/community group.

***ST - “UWE Architect students... Oh, my goodness!
They’re social, engaging, technical.”***

- For this reason, clients valued the input of post-graduate architectural students in their work, because these students bring a maturity and graduate architectural skills (and office-based experience) to the project work.

SP - “Students have the know-how and technology available to them to create professional imagery and documents which is very useful and impactful.”

- Clients understand that these projects include a process of mutual knowledge exchange and that, as Clients, they have a role to play in mentoring students in their understanding of community engaged professional work. Notably, two of the clients had been members of the teaching profession and so had an additional pedagogical appreciation of this role.

RM - “Students wouldn’t normally have the opportunity to work with these people, we make that possible and students are involved at every stage of the project.”

- The attitude and commitment of the students has been highly praised by the clients and communities they have worked with. They have also pointed out that such an approach and work-ethic enhances the reputation of UWE.
- Communities have limited involvement in the developments taking place in their neighbourhoods. Through the live projects UWE provides the opportunity to the community to have a voice.

***SP - “Students gave the community a voice, the power, the understanding, and knowledge. The community wasn’t being listened to before and were ghosted. This project has changed the reputation of UWE dramatically as you’re seen to be doing what’s right by the community.
You’re seen as part of the solution!”***

- It has been observed that the nature of the live projects and the involvement and engagement of the students with the local communities have stimulated members of the community. One of our clients mentioned that members of often disadvantaged communities were inspired by the process and impact of the projects and decided to go to

university, a decision they wouldn't have made otherwise. This creates new levels of opportunity for that person and adds credibility to the university.

- Students benefit from understanding the nature of working on a real project, which involves understanding of ethics, confidentiality, getting to know your client, and the politics of a project.
- Students often want to stay involved and return to their clients to volunteer.

Qu.: What did you find the most important in this collaboration?

ST: "The willingness of the students"

Implementation

- Communities have limited involvement in the developments taking place nearby. We give community the opportunity to have a voice while also advocating for diversity.
- Three of the clients mentioned that they often lack the confidence to conduct such projects and working with the UWE students fulfils their expectations in this respect.

MC - "It's the technical skills [M-level students have] that provides the evidence on which we can take and take a decision."

- The intervention of student project-making within community discussions allows ideas to crystallise that had been talked about for some time previously. The ideas are being visualised, and the necessary evidence have been collected in a professional way. In their final form can be used to apply for funding.

MC - "They bring for us, technical expertise, the fresh pair of eyes, it's the ability to think outside of the box that we may sometimes be stuck in when we're looking at the same problem from different angles but through the same eyes."

- Project work builds from year-to-year creating a larger body of inter-connected work. Often projects that took place over the past years are linked together with the newer ones and form a portfolio of work. Some of them may have an immediate impact and

implementation, while others may come later. But having a collection and a library of them is particularly useful.

SP - "The work the students have done, and the reports created acted as building blocks to create a comprehensive project for improving the area. None of this could have been done without the students coming in with fresh perspectives and a can-do attitude."

- The Key Clients all said that small groups of 2 to 5 students are most effective and work best.
- Different points of project delivery at various times of the year would be welcome as this could lead to an ongoing collaboration with UWE student overlaps.

SP - "More inter/multidisciplinary collaboration and coordination is required. Potentially one long term piece of work that's refined into stages of work for different student groups."

Operation

- More multi/interdisciplinary groups would be useful for both client and student development. Depending on the project, these may be mixed groups or separate groups one after the other. One client would value the inclusion of cost-estimation within the skillset available to them.
- Some clients have curated this multi-disciplinary input from UWE for themselves. Baggator Nexus works both with MArch Live Project Studio and the School of Engineering's Climate Action Hub on an annual rotation, while Local Learning has a similar annual rotation of Live Project Studio with students from UWE's History in the Public Realm placement module and with UWE Photography students.
- One client was particularly keen on a 'one-stop-shop' for UWE live project work, so that he could register his project need in one place and then have UWE provide the expertise.
- The qualification level of students involved is not seen as problematic by these clients if the project-work matches the experience of the students. With this in view these clients expressed a preference for work with Masters of Architecture students because of the work experience and maturity those students bring - although it should be noted that this is the level of student with whom they are familiar.

- Clients mentioned their lack of resource for promotion of these activities and that they would benefit from a place where their work could be promoted. This could be a university or School-hosted website, which could also function as a third-party verification of projects taking place in communities.

Post-Project Legacy

- Most of our clients are community organisations, often not funded, or not funded enough and unlikely to make financial contributions to UWE. However, collaborating on funding bids can prove fruitful when applying for funding elsewhere.

RM - “The projects would absolutely not have had the same impact without the UWE architecture students”.

- All our clients are thrilled and would like to continue collaborating with us.

NP - “The projects move very quickly, whereas if it was left to us as volunteers with varied skills, it would have taken considerably longer, and I dare to say we may never have got to the point of having the confidence to implement them.”

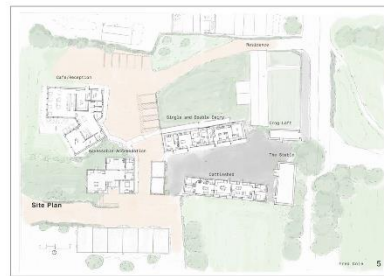
Section 3 : CONCLUDING SUMMARY POINTS

- ★ These collaborations and live projects have had an incredibly positive and fruitful impact on local communities and organisations, resulting in the development of strong and long-term relationships with some of these clients. Over the years, these relationships have grown to have a durable foundation built on honesty and trust.
- ★ UWE's Live Project work enables clients to work with various forms of civic agency. They can be a **CREATIVE CATALYST** across a range of communities, offer and articulate **COMMUNITY REPRESENTATION** or offer resource for **NEIGHBOURHOOD PLANNING & LOCAL GOVERNMENT**, and they provide architectural services in support of **LOCAL CREATIVE ARTS** and many **INDIVIDUAL CHARITIES**.
- ★ The project is the impact – Clients repeatedly say that their projects and initiatives would not happen without the confirmation of resource from UWE's Live Projects.
- ★ These projects enhance the reputation of the university and, by providing the example of applied professional work, encourage students into university study.
- ★ Repeated patterns of work are valued by our clients. Their projects are interconnected and build over a series of years and project interventions.
- ★ Greater inter-disciplinary work would be valued – both within the School of Architecture & Environment's suite of disciplines (cost estimation for example) and beyond with connections into the Schools of Arts and Engineering.

Section 4 – where next?

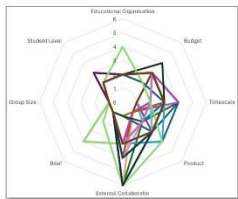
Pilot Project Office, summer 2024

“working with real clients, which required me to my develop communication skills through written correspondence, meetings and the production of a design report”

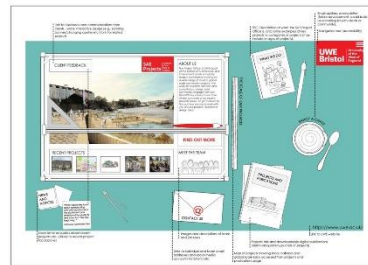
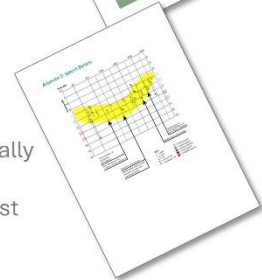


“Having a dedicated space for the project office to congregate and work together was essential. It allowed us to bounce ideas off each other and build comradery and team ethics”

“to feel what working in practice is like...”



“It has given me more confidence to be more proactive in a team setting rather than relying on a senior lead to provide tasks. I was treated as an equal and a colleague. This process pushed me out of my comfort zone, which was made easier with a stress-free environment”



“The array of projects within the office was really interesting to gain an insight into the specialist interests of other disciplines and learn about different types of architectural projects”

As part of this study five student interns were recruited to staff a pilot Project Office which ran across June and July 2024. The purpose of this pilot was to execute ‘exemplar projects’ that demonstrated the range of project types, specialisms, and collaborative relationships a Project Office could manage that would be different to and enhance the Live Project and community engaged architectural work currently delivered within the curriculum. Running this office helped us understand the character and resource requirements for an office of this type and the benefits it might have for the students and clients involved.

Intern Profile

Of the 5 students, 4 were female, 1 male; 1 was employed as a Research Intern (UWE Casual Worker Pay Grade E), 3 as Architectural Interns (Grade B), and 1 as an Architecture & Environmental Engineering Intern (Grade B); 4 are Home students, 1 is a global majority International student.

The students were representative of 4 of the 5 undergraduate architectural degrees at UWE – with 1 an BA Interior Architecture graduand, 1 at Level 5 of BSc Architecture, 1 at Level 5 of BEng Architecture & Environmental Engineering, 1 at Level 6.1 of BEng Architecture & Environmental Engineering, and 1 at Level 6.1 of BA Architecture & Planning.

Pattern of Work

The Office hours were proposed to the students as a 4-day working week (Mondays to Thursdays) totalling a 30-hour week with Mondays and Thursdays as core days to work in R Block together as an office. In practice the interns were keen to commit to a 4-day working week 'at the Office' in R-Block and welcomed this face-to-face environment, together with flexibility to work off-site when home commitments needed this. The 4-day working week was welcomed because it offered the possibility for students to maintain other work opportunities and arrange shifts for other employment around the Project Office hours. The Project Office also ran through the early summer festival season (Glastonbury etc.) and so flexibility across the week - and the opportunity to catch up on hours by working a 5-day week on occasion – was also welcomed.

On this basis, each student was offered a 180-hour (6-week) contract. On reflection, given the scope of work for the chosen projects, an 8-week contract might be more effective although this would require an earlier start to ensure paid work is expended before the university's financial close at the end of July.

Projects & Impact

The students were employed across 6 projects, which were chosen for their viability - both in terms of student expertise and time available to deliver a defined scope of work; and their representative character of the profile of work UWE's School of Architecture & Environment might deliver and develop as its unique selling-point. The projects are as follows:

TM52 Comparative Analysis for BS3 Chessel Centre

Work Profile: **SAE expertise in retrofit analysis.**

Output: [BS3-Chessel-Centre_TM52_Carbon-Performance_Report_SAEPO.pdf](#)

Client: BS3 Community

Intern Time Allocation: 150-hours by Architecture & Environmental Engineering Intern

Academic & Professional Advisors: Owen Gray (UWE/SAE) & Chris Puttick (UWE/SAE)

Liaising Professionals: ADAPT Architecture (Stroud) & Sustainable Construction Services (Bristol)

Project Office Mentor: James Burch

Output: IES Software Analysis & Engineering Report

Reflection:

This project came to the office from previous work with the client on two Agency Projects conducted by fourth year Architecture & Planning students, showing how a relationship between curriculum-based Live Project work and distinct delivery of focussed consultancy might be mutually beneficial to both forms of engagement.

The client has been collaborating with an architect specialising in environmental retrofit and advised by this consultant, the client had commissioned a thermal model of one of their nursery buildings. The client had no further resource for professional fees and so, with guidance from the architect, the Intern took forward a series of software analyses to evaluate options for shading, to remediate over-heating problems.

This project demonstrated the expertise available at UWE for this work and the importance of expert academic support for Project Office interns should these types of retrofit services be offered to clients.

Impact:

The project provided software analysis to support a client decision on their solar shading strategy and provided a predicted energy saving should that strategy be implemented. This provided data on Carbon saving that could be included in a bid for financial support for the solar shading remediation.

The project impact informs **KEF Metrics** for **Supporting the community/public engagement** through **community generation and knowledge diffusion**; & in **Skills and**

human capital development through **work placement/project experience** in an area of engineering analysis the intern had not experienced previously.

Acoustic Assessments for Assembly Hall – St Michael’s Primary School

Work Profile: **SAE expertise in retrofit analysis.**

Client: St Michael’s Primary School

Output: [St-Michael-Primary-School_Acoustic-Report_SAEPO.pdf](#)

Intern Time Allocation: 30-hours by Architecture & Environmental Engineering Intern

Academic & Professional Advisors:

Dr Danny Elvidge (UWE/SAE)

Project Office Mentors: Danny Elvidge and James Burch

Output: Acoustic Testing & Engineering Report

Reflection:

This project was referred to SAE as a request from a parent of a student with impaired hearing at this primary school, who asked for support in analysing the acoustic performance of the school’s assembly hall - which has a problematic reverberation time and adjacent noise transmission from the school kitchens. Acoustic analysis requires expertise beyond the knowledge of an undergraduate intern and the work was led by Dr Danny Elvidge with two interns observing and aiding in the testing. The calculations following on from these tests and development of the acoustic analysis and report were led by the intern with expert mentoring by Danny and professional mentoring by James Burch. This project can be seen as educational and professional development for the intern and the provision of expert advice to the school. It is worth noting that there have been several enquiries about acoustic testing to SaAE and so this may be a potential area for student consultancy.

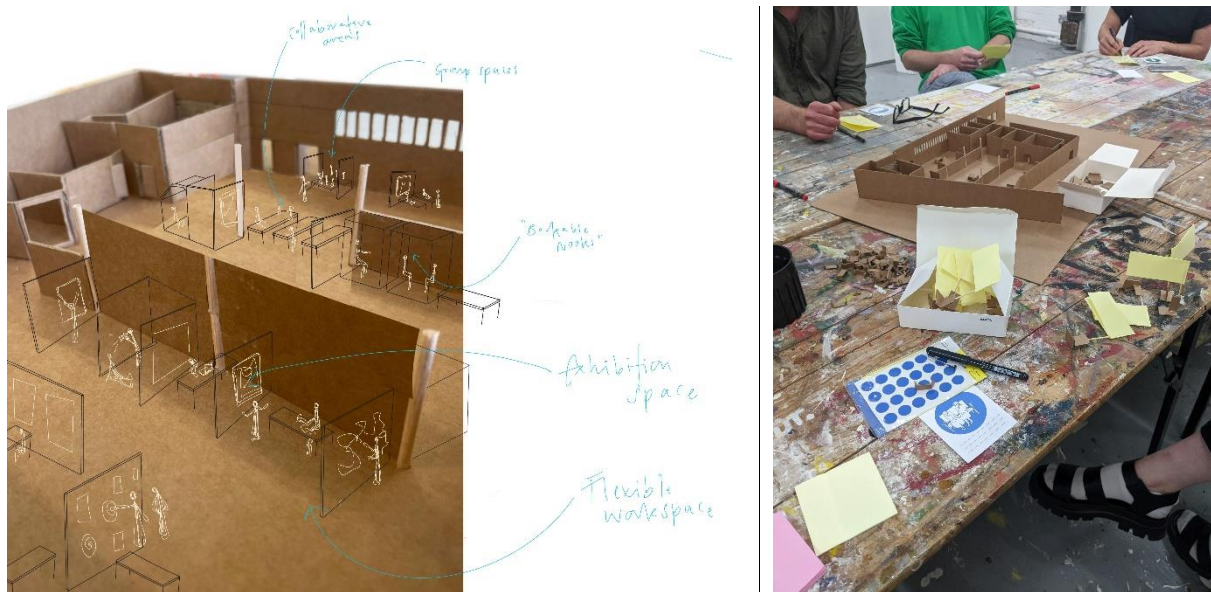
Impact:

The anticipated impact will be the provision of an acoustic profile for reverberation for the assembly hall, together with proposals for the area of acoustic treatment required to reduce this sound transmission. This will provide the school with the information needed to find quotes for acoustic remediation.

The project impact informs **KEF Metrics** for **Supporting the community/public engagement** through **community generation and knowledge diffusion**; in **Exploiting the physical assets of the HEI** by use of its **facilities/equipment** for acoustic testing; & in **Skills and human capital development** through **work placement/project experience** in an area of engineering analysis the intern had not experienced previously.

UWE Fine Art Spike Island Occupancy Study

Work Profile: **User-consultation and spatial analysis.**



Client: UWE's School of Art & the Fine Art Academic Team

Output: [Presentation Report- Spike Studio Redevelopment.pdf](#)

Intern Time Allocation: 120-hours by Architectural Intern

Project Office Mentor: Eirini Grigoriadou

Reflection:

This project came as a request from senior management discussion within the College for assistance in analysing BA Fine Art's space-use at Spike Island. The timing of the internship gave a small window of opportunity to consult final year students on their thoughts about Spike at the Graduate Show and then two opportunities to consult with staff on the space-use. This was articulated as short and medium-term opportunities to change the space and gave the Fine Art academic team a fresh review and student expertise to design and review diverse ways of using the space.

The project is internal to UWE and therefore does not address KEF performance indicators for public engagement. Instead, it demonstrates a facilitation role a Project Office can offer academic schools in articulating their vision to Estates teams.

Impact:

The Report has been presented to the School of Arts and the CATE Learning Resource Director and provides a series of options for revised space use.

The project impact informs **KEF Metrics** for **Skills and human capital development** through **work placement/project experience** in design and stakeholder consultation.

Hope Garden - Quaker Burial Ground, Redcliffe

Work Profile: Facilitating Live Project community engagement.

Output: Model & Materials for Community Consultation



Client: Bristol Refugee Artists Collective [BRAC]

Intern Time Allocation: 30-hours by Architecture Intern

Academic & Professional Advisors: Sally Daniels (UWE/SAE) & Jos Searle (UWE Master of Architecture student and liaison with BRAC)

Project Office Mentor: James Burch

Reflection:

This project demonstrates the role of a summer ‘pop-up’ project office in supporting long-term community engagement projects conducted by the School. The Masters of Architecture Live Project Studio has established a long-term relationship with BRAC (in collaboration with academics at UWE’s School of Arts). However, work delivered in this way is programmed in the autumn semester. BRAC were hoping for a consultation model for a summer event and the Project Office resource provided an Architectural Intern to build this – thus continuing UWE’s working relationship with this community group.

Impact:

The project impact informs **KEF Metrics** for **Supporting the community/public engagement** through **social cohesion/community generation**; & in **Skills and human capital development** through **work placement/project experience** in design and stakeholder consultation.

Lower Loveston Farm Bereavement Retreat Feasibility Study

Work Profile: **Architectural and accessible design.**

Output: [Lower Loveston Design Report August 2024.pdf](#)



Client: Lower Loveston Farm Charity

Intern Time Allocation: 322-hours divided between 3 Architectural Interns

Academic/Professional Advisors & Technical Advisors:

Dr Charles Drozynski (UWE/SAE) & Dr Yahya Lavaf (UWE/SAE), Geoff Sims (UWE/CATE Technical), Benedict Starling (UWE/CATE Technical), Oliver Davey (UWE/CATE Technical).

Project Office Mentor: James Burch

Reflection:

This project has been developing across 2 academic years, involving 2 Agency Projects – the first leading to a student competition in May 2023, the second developing a Planning briefing for the client in May 2024 and also Masters of Architecture studio project work that speculated on the architectural meaning and spatial expression of grief counselling. This demonstrates the inter-relationship between curriculum-based engagement (through Agency Projects and post-graduate studio projects), extra-curricular opportunities (a UWE student competition funded by the client), and focussed delivery of a package of architectural design work by a Project Office.

These projects have supported the Client in developing and evaluating their vision for a Bereavement Retreat Complex, provided them with survey information (with the assistance of CATE's technical expertise in LIDAR scanning, translation into Revit and SolidWorks), and considering the architectural conception, planning parameters and spatial design of the work. The Architectural Interns then developed a set of proposals that are resolved to what might be understood as RIBA Work Stage 2-'plus' – that is, a scheme that sets out a clear Concept Design (Stage 2) moving towards resolution that would be seen as Developed Design (Stage 3) but not yet at that stage for all aspects of the scheme. This level of information has provided the client with a design report from which they might ascertain a first set of costings (based on m² rates pricing) together with a vision that they might articulate to funders as they take forward the development of their charity.

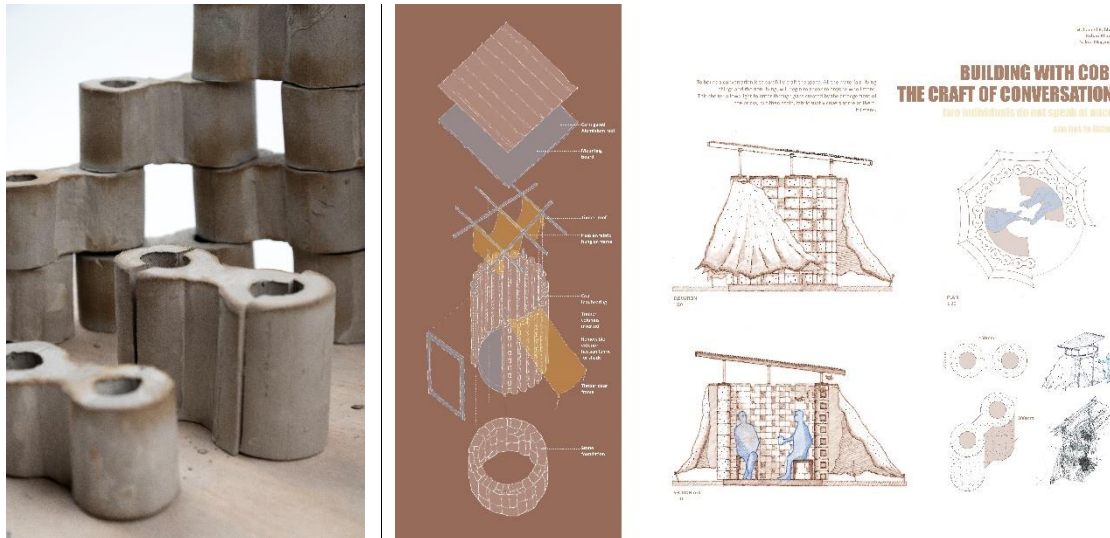
Impact:

The project impact informs **KEF Metrics** for **Supporting the community/public engagement** through **community generation and knowledge diffusion**; in **Exploiting the physical assets of the HEI** by use of its **facilities/equipment** for building survey; & in **Skills and human capital development** through **work placement/project experience** in architectural design.

Extruded Cob Student Design & Build

Work Profile: Student R+D testing of Research.

Output: Student Ideas Competition leading onto extrusion experiments in 24/25.



Client: UWE's Centre for Print Research

Intern Time Allocation: None

Liaising Groups:

UWE's Built Environment Student Society & UWE's Architecture Student Society

Academic & Professional Advisors:

Dr Tavs Jorgensen (UWE/CFPR), Benedict Starling (UWE/CATE Technical), Andrew Bourne (UWE/SAE)

Project Office Lead: James Burch

Output: Student design schemes, leading onto test cob extrusions and sketch design studies for a student live build project.

Reflection:

This project was brought to SAE by Dr Tavs Jorgensen as an enquiry after student participation in the design and assembly of extruded cob, using CFPR's developing expertise in the tooling and small-scale manufacture of this experimental building material. The project was taken forward by James Burch, first in the initiation of a Student Ideas Competition and then in liaison with Tavs on the production of extrusion dies that could manufacture the competition winners' designs for extruded bricks. James has connected Tavs with UWE students' Built Environment Society and Architecture Society, and the project awarded College of Environment & Technology Knowledge Exchange Funding to employ student interns developing the cob bricks towards a live build collaboration between CFPR and the student societies in summer 2025.

Impact:

The project impact informs **KEF Metrics** in **Skills and human capital development** through **work placement/project experience** in research and testing.

Reflections on Work as a Project Office Intern

At the conclusion of the internship the interns were approached individually for their reflection and feedback on their experiences working at the Pilot Project Office. Four of the five interns provided written feedback (the fifth student had embarked on a travel-break to Latin America and was too busy in their preparations to respond) and quotations from their feedback are discussed here:

The interns felt that the Project Office improved their professional skillsets:

- NT - *The experiences [...] have strengthened my energy simulation and analysis skills, reinforced, and broadened my knowledge in acoustics, improved my communications with colleagues internally and externally and with clients, and significantly, my time management and organisation skills.***
- JH - *I was also able to collaborate with a variety of staff members across the school which has broadened my knowledge and improved my professional skills. These further benefitted from working with real clients, which required me to develop [my] communication skills through written correspondence, meetings, and the production of a design report.***
- AC - *My role as an architectural intern has allowed me to develop a range of new skills, particularly in interpersonal communication and collaboration. I've honed my skills in professional email correspondence, meeting scheduling, and etiquette. Additionally, I've gained experience working with various university departments to create both physical and digital assets.***

The nature of the Project Office as a physically based office environment was held to be important to the interns:

- NT - *I have enjoyed learning and adapting to the office environment of the architecture and engineering industry.***
- JH - *The array of projects within the office was really interesting to gain an insight into the specialist***

interests of other disciplines and learn about different types of architectural projects.

GW - *Having a dedicated space for the project office to congregate and work together was essential. It allowed us to bounce ideas off each other and build comradery and team ethics. It also encouraged the team to come into the office rather than work from home because it was more enjoyable.*

The interns valued working at the Project Office as an opportunity to gain experience of the day-to-day craft and soft skills of professional practice:

NT - *Step by step, by encountering reality, such as site visits and communicating with clients, I have learned how to best prepare prior to [sic] such meetings.*

GW - *It has given me more confidence to be more proactive in a team setting rather than relying on a senior lead to provide tasks. I was treated as an equal and a colleague. This process pushed me out of my comfort zone, which was made easier with a stress-free environment.*

The interns valued the support and expertise provided to the Project Office by a wider team of supporting academics:

NT - *It was my privilege to be assigned to two projects, which helped me learn to balance the tasks between them. I have thrived on receiving the continuous support, guidance and advice from you and the engineering staff, Owen, Chris, and Danny.*

In conversation, during a working day in the Project Office, one of the interns observed that they could not have afforded to take on this role if it has not been a paid position. In their reflections back to us they also said:

AC - *All of these aspects combined to make an excellent internship and something that has not only enhanced my professional skills but also contributed significantly to my personal growth. I am confident*

that this experience will be an essential asset for me in the future.

The interns also made good points for improvement of the management of workload so that the wider collaborative experience of working in the Project Office could be enhanced:

The Architectural & Environmental Engineering Intern - ***I wish [...] I would have had a chance to test my architectural skills on a design project.***

GW - ***Perhaps a better understanding of the other projects team members were working on would have been nice. Maybe a showcase of work achieved at the end would have been good as it could be used as an advert for the Project Office and build a positive reputation in the department.***

Pilot Project Office Cost

The final allocation of cost for the Work Resource used by the Pilot Project Office is set out here:

Budget	Resource	Cost
1061 - CATE Student Internship Fund	<i>Employment of an Architecture & Environmental Engineering Intern for 5-weeks (150-hours)</i>	1800.00
EAAE0010 - HEIF Pilot Study for the SAE Project Office	<i>Employment of one Architecture & Environmental Engineering Intern (37.5-hours) and 3 Architecture Interns for architectural practice (180-hours each)</i>	10448.50
EAAE0010 - HEIF Pilot Study for the SAE Project Office	<i>Employment of one Research Intern (195.5-hours)</i>	4496.50
SAE Staff Development Budget	<i>45 wlb time allocation for Eirini Grigoriadou for research and Practice Mentoring</i>	4950.00
SAE Allocated Scholarship Time	<i>13 wlb time allocation for colleagues' expert support of intern practice (allocated as part of these colleagues' Scholarship Time' allocation</i>	1430.00
SAE Associate Professorship Budget	<i>90 wlb for practice management, development of the research, meetings across the 8-week duration of the Pilot Project Office</i>	9900.00
Materials & Sundries (in part by EAAE0010 – HEIF)	<i>Cost of red acrylic sheet and sheet ply for modelling</i>	296.72
Total		33,321.72

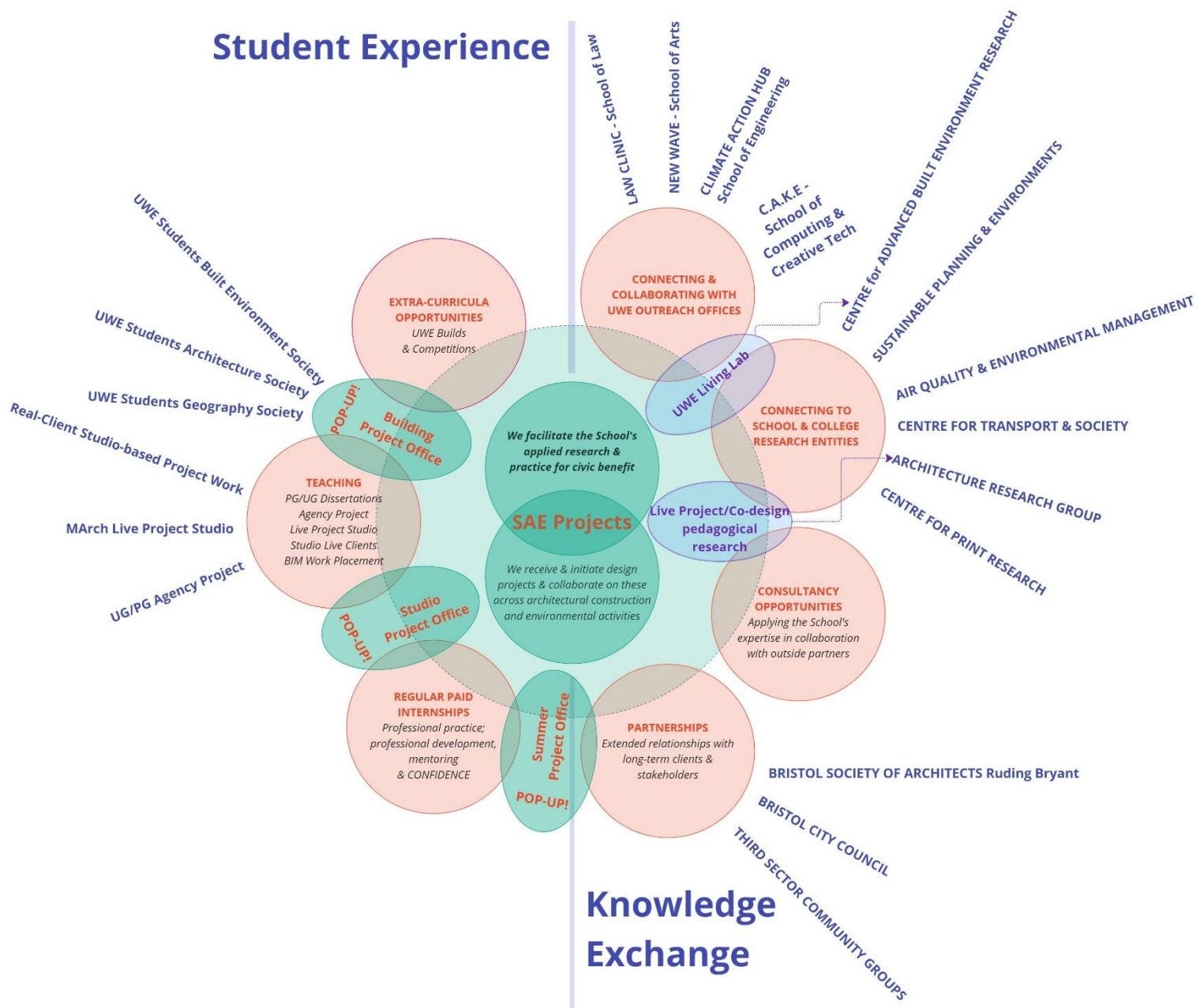
Other costs not identified here are:

- CATE technical Staff Support - which was provided by three technical colleagues at points during the Pilot.
- Computing & software – students used their own laptops.
- Digital storage – all files have been uploaded to the project lead's UWE OneDrive
- Facilities & power – provided by R Block

Section 4 : CONCLUDING SUMMARY POINTS

- ★ This pilot created a ‘pop-up’ Project Office for five interns that generated four discreet project outputs for charities and a design report that reviewed and developed a spatial plan for colleagues within the university.
- ★ The interns valued this experience as a real and physical office within which they could collaborate, share working practices and were supported in learning professional practice skills.
- ★ The interns also valued the connections this Office offered them with the wider university’s facilities and expertise, the extent of which they had not encountered previously.
- ★ The Project Office acted both as a facilitator for Live Projects that have been developing over a longer trajectory and as a delivery vehicle for focussed community needs that could not be delivered through the curriculum.
- ★ All the Project Office’s work delivered with reference to Knowledge Exchange Framework Metrics for *Supporting the Community/Public Engagement* and *Skills and Human Capital Development* and three of the projects were able to make community benefit by *Exploiting the Physical Assets of the HEI* with support of CATE’s technical expertise.

Section 5 – our proposed model for the SAE Projects Office



SAE Projects will be a bridge across the School's Student Experience and Knowledge Exchange and its' aim is to advance both these objectives.

As a Project BUREAU for exchanging knowledge across and beyond the School, it will facilitate transactions across the School of Architecture & Environment between research groups, teaching, students and their societies, and communities across the city region; and it will focus on delivery for the KEF Metric for 'Supporting the Community/Public Engagement' for the School,

As a workplace it will implement projects through paid internships at physical 'pop-up' Project OFFICES that deliver design services that may not be sustained by mainstream practice.

We envisage 'SAE Projects @ UWE' to have two inter-connected functions. Across the year it acts as a Bureau that facilitates Knowledge Exchange across the School; and at points in the year it will form short-term Design Project Offices that deliver discreet deliverable design services for the mutual educational benefit of the Project Office Interns undertaking the work and the Clients in receipt of those design services.

The diagram above seeks to explain the network of relationships SAE Projects will look to grow with the aim of connecting university functions of Knowledge Exchange with diverse ways of delivering and enhancing Student Experience. Looking at the groups identified on the diagram SAE Projects will seek to connect within and beyond UWE in the following ways:

Sites for Knowledge Exchange Activity...

Connecting & Collaborating with Other UWE Outreach Offices

Across the summer we have met colleagues from across and beyond the College who lead community project work initiatives. It is noteworthy that our long-term clients (presented in Section 3) were better connected and knew more about these UWE activities than we did. We will therefore commit to developing our collaboration with all these entities so that community clients can find the right service at UWE to support their hopes and needs.

Many community projects benefit from a range of student expertise and so collaborating across School and between Outreach Offices will support further opportunities for students and enhance UWE's reputation for engagement and outreach.

Connecting to School and College Research Entities

A small number of previous projects catalogued in this study – the Weston: Draft Shop Front Design Guide Supplementary Planning Document and Eastville Park Lido: Health Evidence Base - involved student work that was located with Research Groups outputs; and the ongoing collaboration between the Pilot Project Office, Student Societies and the Centre for Print Research shows the benefit of cross-collaboration between students and researchers. Identifying SAE Projects as a facilitator for these opportunities will enhance these connections and connect students into research.

Consultancy Opportunities for Staff and with External Partners

The two retrofit analyses – the overheating study and acoustic testing – established a potential expertise with measurable benefits to community clients and the collection of data that may benefit research in this area. These pilot projects also demonstrated the importance of expert academic support for Interns working on these types of projects – roles that were welcomed by

the academics involved. Similarly architectural academics enjoyed supporting the interns' development of design projects. SAE Projects can provide a route by which academics can connect back into Practice and maintain their connection to practice.

In the reverse, our intention is also to connect Practice into academia and find ways to amplify the relationship between local professional practices and students. One option that we look to explore is establishing joint practice consortia projects that test out prototypes for new construction techniques.

Partnerships

From the long-established network of contacts made through the Agency Project and the Live Projects Studio we have an informal partnerships with a range of organisations (discussed in Section 3), and the Agency Project works consistently with a range of contacts in Bristol City Council - placing students in the Regeneration, Planning and the Economic Development Departments each year. Presenting SAE Projects as a clear location from which project work can be co-ordinated will hopefully encourage these clients to agree more formal partnerships. A recent presentation with BCC's 12-person Regeneration Team seeks to start developing these relationships.

Sheffield School of Architecture's Live Works Office provides a precedent here with its contracted 'Project Stacks'. This is an annually renewed contractual relationship with a regional Housing Association to manage and deliver a suite of projects – some through the curriculum, others via the Live Works Project Office – that support the Housing Associations development initiatives.

... & Opportunities for Students

Extra-Curricular Opportunities

SAE Projects can provide a resource across the year to initiate and support extra-curricular opportunities for students. This again is the function of a Bureau that can connect opportunities and co-ordinate these between students, academic, and external clients.

As part of the function of SAE Projects we also propose a Building Project Office that provides a location for Live Build Projects and a place that student volunteers connect with this. A developing model for this is the newly emerging 'Cob Club' which is a developing initiative with the Centre for Print Research to collaborate with the SAE-based UWE Students' Built Environment Society and Architecture Society to develop the competition ideas initiated with CFPR in May 2024 towards a live build project with extruded cob, hopefully in 2025.

Teaching

It is clear from our own curriculum-based live project work, and from the example of other universities' contemporary Project Offices, that curriculum delivered Live Projects, and an extra-curricular Project Office are mutually supportive and inextricably linked in the delivery of community engaged architectural services. We strongly support the continuation, and enhancement, of curriculum-based Live Project work in the undergraduate provision.

Discussion with our established clients confirmed that those clients appreciate the skillset and maturity that post-graduate Masters of Architecture students bring to community project work. We therefore support a continuation of a Live Project Studio – or as an alternative a studio-based Project Office as one of the regular office provisions led by SAE Projects.

Regular Paid Internships

SAE's Pilot Project Office this summer demonstrated the impact a focussed delivery of community project outputs provides both for the recipients and the interns making the projects. Student feedback confirmed that paid internships enhance the interns' confidence, their developing professional persona and engagement with their work – and the provision of a Living Wage makes this an option across the summer that many students could not otherwise afford.

SAE Projects next step will be to widen the diversity of opportunities for uptake of these opportunities to support and reflect the demographic of our cohort and provide first steps into professional practice environments for disadvantaged students. One way to achieve this will be to establish internships of different lengths – 2-week, 4-week and 8-week internship terms – to support students with various levels of experience and schedules to contribute to a Project Office.

An Architectural Identity for SAE Projects' Pop-Up Offices

As explained in this section we see SAE Projects as having two modes of operation – as a Bureau of exchange making cross-disciplinary connections across the School of Architecture & Environment and as a series of temporary Offices that convene to address a discreet portfolio of design problems in support of community partners.

As a form of architectural practice, we see SAE Projects' Architectural Offices taking forward this Mission Statement:

The Project Office at UWE Bristol is an interdisciplinary design practice that integrates teaching, research, and practice to explore new ways of practising architecture. Undertaking projects that may not be

sustainable for mainstream practice, it focuses on collaborative, socially driven designs for the public good. Through commissioned design projects and creative work, it connects university expertise with local clients and organisations, providing students with employment opportunities that build their confidence, skills, and experience of professional practice.

CONCLUDING RECOMMENDATIONS

UWE's School of Architecture & Environment has developed an impressive portfolio of community engaged architectural project work, with a network of community partners and measurable impact in terms of KEF outputs. The School has specialist skillsets in Live Project pedagogies and retrofit analysis which benefit local communities, and a wide set of inter-disciplinary specialisms in project management, surveying, cost management, planning and environmental management that could be connected into community engaged project work.

The Pilot Project Office presented here demonstrated how a short-term office could deliver discreet packages of expert work that assist charitable clients to resolve immediate problems, whilst facilitating new charitable endeavours, and supporting the continuation of long-term community relationships. In doing so the Project Office mentored students through their first steps in professional practice developing their architectural and engineering skills for both education and employment.

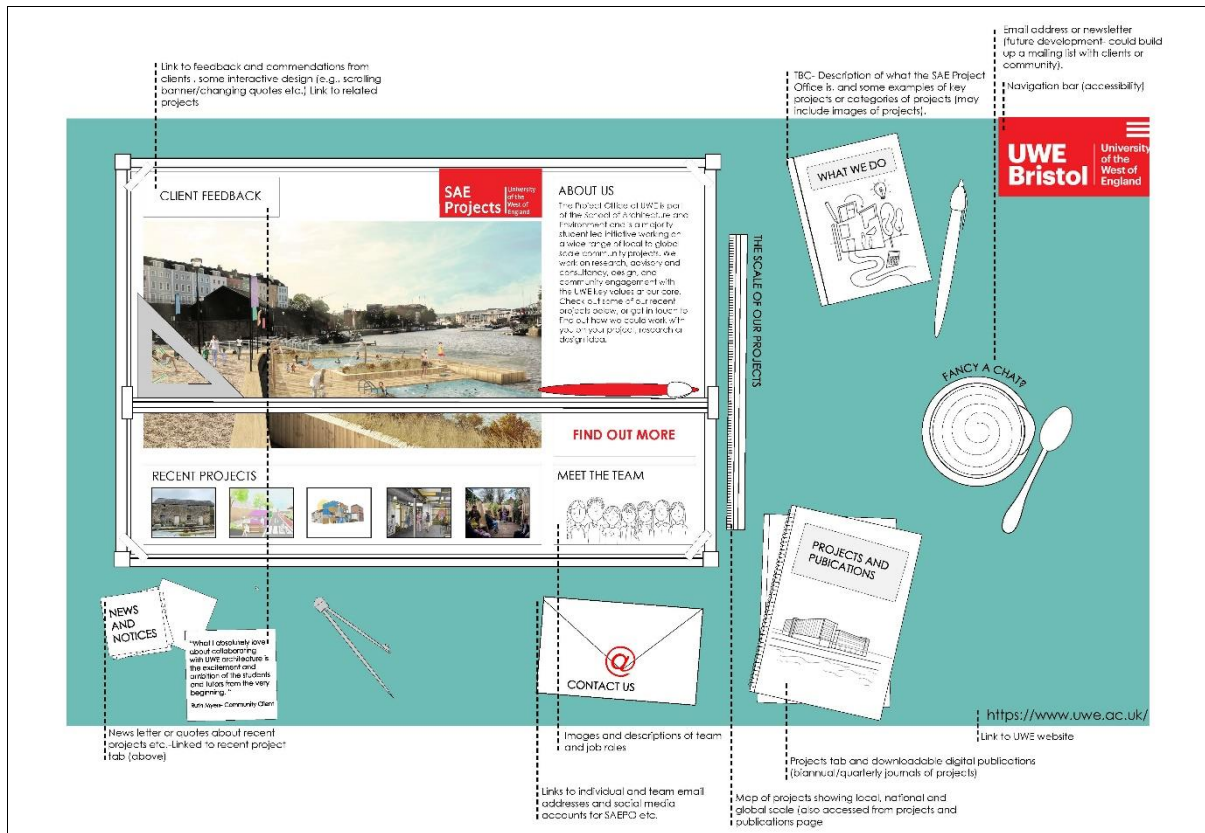
These objectives of intra-school and external knowledge exchange, together with the offer of professional experience for students leads us to identify two inter-connected identities for 'SAE Projects' – as both a Bureau for the exchange of contacts, knowledge and project information to catalyse community engaged project work within the School and across the College; and as the initiator of Design &/or Build Offices that recruit students for paid internships to deliver discreet project work for civic benefit.

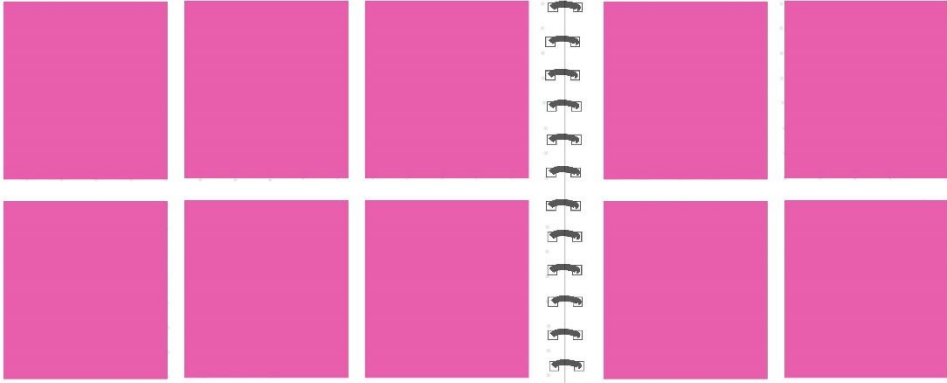
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Appendix I : Feasibility Study for the Office Identity

by Felicity Thurley (Architecture Intern) mentored by Eirini Grigoriadou





RECENT PROJECTS

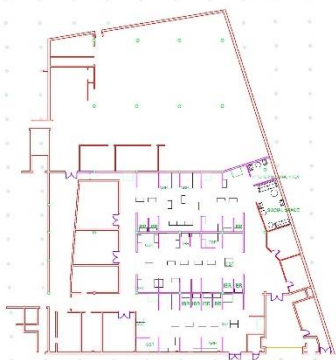
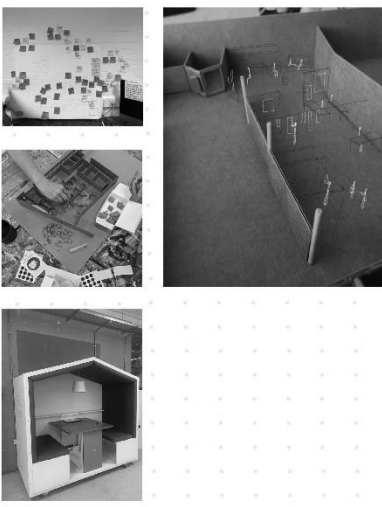
COLLABORATORS:
James Burch
Associate Professor of Architecture-SAAE

Erini Grigoriadou
Lecturer in Architecture-SAAE

Felicity Thurley
Architectural Intern

THE BRIEF:
Spike Studios, which houses the UWE Fine Art department are struggling with student satisfaction and attendance due to the unsuitable design of the space for many students and their art styles. Issues with acoustic spill and reverberation and glare, artificial lighting have proved a particular problem to neurodiverse students or those with learning disabilities. We have proposed a design which facilitates quiet spaces to work within the studio, as well as incorporating digital computer banks and social areas more effectively into the studio culture.

UWE fine art Spike Studio redesign
Design assessment and consultancy



To overcome issues with acoustic spill within the studio, our design focuses on creating quiet study areas for students, separated from the often loud and unrelaxing environment of multimedia projects and large groups of students. We hope this design will encourage a renewed sense of autonomy and ownership over the studio space, with available desks for individual, student-led groups or tutorials.

From our student and staff feedback, a clear focus was drawn to the necessity of improving studio culture, and spaces for students to interact with each other, not just in the formal studio space. A social area, with clear objects of the floor, tables, and a quiet 'chill out space' was fundamental to our design, and can be found along the edge of the studio wall (indicated on the plan).

By unifying the three separate studios (in their current 'year group structure'), into one large studio space, we hope that students will be encouraged to interact amongst themselves, and share their work creatively. Our design has designated spaces for solo, or small group work, as well as breakout, assigned seating for more regulated and consistent environments. This formal studio space will also house the computer bank and exhibitors which take place throughout the year.

This project requires continuous feedback from students and staff, ensuring it can be future-proofed as the course and its users develop over the coming years with Spike Studios. The design has the ability to flexibly use a number of creative processes, and hopefully will be a more inclusive environment for the wide range of students and creative endeavours which thrive at UWE.

Meet The Team



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Colour tests



Appendix II : Logistical Checklist

Issue	Current Status	Action	Timescale
Professional Indemnity Insurance	Scope issued to Neil Humphreys in July 2024 and reviewed by UWE;s Insurance office and UWE's insurers	Advice from Neil Humphries 27/09/24 by e-Mail after consultation with UMAL confirms position as okay for PI as commercial architects would cover Stage 5. Contractors All Risk is a problem and must be reviewed on a case-by-case basis	Review with UWE's insurance office (Neil Humphreys) before next active Project Office
Public Insurances	Ditto above	Ditto above	Ditto- above
Position on the provision of Project Costs	The Pilot Office has provided cost information on the cost/benefit of this model	To be reviewed for viability with School & College	
Health & Safety	Connected to insurances, and CPD is proposed to update skillset for construction H&s management	Awaiting advice from UWE's insurance office. & CPD required.	
Overheads	Not yet addressed		
VAT	Not yet addressed.		
Consultant Fees	This depends on the scope of the office, in this Pilot consultant expertise was provided by SAE colleagues		
Ethical Position	Not yet formally addressed but position of working for not-for-profits is common	Review with School and Live Projects colleagues	
Resources	Not yet addressed		
Funding	Not yet addressed	Primary goal for 2025	2025
Dissemination	Hands On Bristol is live, and The Pilot Project Office developed a Sharepoint site	Maintain Hands On Bristol and concentrate on network internal to UWE by developing Sharepoint site. Findings shared at AAE Project Office Forum (Newcastle 2024)	Project Office Book Chapter proposal underway January 2025
Clients	Client network compiled as part of project	Continue to build client network	Autumn 2024
Intellectual Property	Not yet addressed.		
Identification of KPIs	Not yet addressed, but strength with reference to KEF Community Engagement Metric clear		Work on KPI objectives with CATE and RBI

Appendix III : Briefing Note of Professional Indemnity Insurance

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UWE, Bristol - School of Architecture & Environment Briefing Note on the Scope of Work for SAE Projects

UWE's School of Architecture & Environment is planning to set up a Project Office that will organise paid internships and employment for UWE students. This work will use their developing skill and expertise in project-based architectural practice for the mutual benefit of interns and the environmental betterment of the organisations they provide design services to. The client-base for this practice will almost exclusively be charities and not-for-profit community enterprises and the work will be taken forward either as pro bono consultancy or for sponsorship of internship opportunities. This work will be programmed to take place outside the curriculum and periods of teaching delivery.

The purpose of this Briefing Note is to describe the types of building and construction work that are anticipated as part of the Project Office's activities, to assess the risk and compliance with the University's insurance cover.

This Project Office work is seen as an extension of the 'Live Project' teaching that has been part of UWE's architecture curriculum for a dozen or more years. In these university modules students of architecture work with client community groups to develop their brief requirements and articulate their needs through design practice. Where Live Projects create opportunities for more extended project work, the Project Office will aim to support and develop those projects in more detail to a point where they might be procured by professional consultancy or, if they of a small-scale and have the right educational outputs, implemented by a Project Office team.

UK Architecture Schools' Project Offices

Precedents for this form of university engagement with practice is demonstrated by several UWE's contemporaries that have declared Project Offices that conduct a similar scope of work. These are [Newcastle University's Design Office](#), [Leeds Beckett Project Office](#), [University of Sheffield's Live Works](#), [Portsmouth University Architecture Projects Office](#), [London Metropolitan Art, Architecture & Design Projects Office](#).

General Work Profile for UWE's SAE Project Office

The general profile of work anticipated for this Project Office is as follows:

- Analysis and proposals for the internal environments of buildings and retrofit to improvement environment of small and medium-scale buildings – this work will include environmental analysis, digital performance modelling and design proposals to mitigate thermal, ventilation and acoustic performance issues in existing buildings. It will involve providing design advice to clients on retrofit solutions.

- Handling and set-up of test equipment – this testing equipment is usually hand-held, but some acoustics equipment is bulkier.
- Occupancy and space-use analysis for clients leading to design advice on reconfiguration of space.
- Neighbourhood consultation and the development of urban design strategies.
- The development of strategies for negotiation of planning legislation.
- Community consultation work including preparation of consultancy materials, transportation, presentation, and community engagement activities.
- The development of architectural design work from RIBA Work Stage 1 Preparation & Brief, through Stage 2 Concept Design to Stage 3 Developed Design.
- Visit and architectural survey of existing buildings.
- Pre-Site risk assessment and monitoring of risk as required for the relevant work stages of a design project, as defined by the Construction Design Management 2015 role of designer.

Anticipated Extensions to that Work Profile

An ambition of the Project Office is that its scope of work will extend in one or more of the following ways:

- Design development through to the preparation of detailed drawings co-ordinated with other design consultants, RIBA Stage 4 ‘Technical Design’.
- The construction by students and academic staff of elements of building or buildings of up to 2-storeys in height.
- A responsibility to advise a client on their obligations to under the CDM Regulations (2015) and for the appointment to roles of Principal Designer and Principal Contractor under the Building Safety Act (2022).

Exclusions from the Project Office Scope of Work

- Structural design and civil engineering work are excluded from the scope of the project office.
- The role and responsibilities of the Building Regulations Principal Designer under the Building Safety Act.

Anticipated Forms of Insurance

Working from a lay understanding of insurances, the work by the Project Office is anticipated to include works under the following forms of insurance. (This is not an exclusive list and consideration of the insurance risks associated with activities outlined above is required):

Professional Indemnity Insurance

The Project Offices will be providing design advice for urban spaces, buildings, and internal environments. This insurance will need to be in line with the Architects Registration Boards requirements to cover professional negligence or a civil liability arising from the professional services provided. (PSRB requirements are on this [link](#)).

Public Liability Insurance

The Project Office will be undertaking public consultation work that may include the installation of temporary 'pop-up' structures.

Contractor's All Risk Insurance (new build &/or refurbishment)

Temporary and or permanent work to existing buildings may be taken forward by interns and staff within the Project Office as well as elements of new-build – either as large-scale prototypes or permanent constructions. These sorts of activities will be out-of-the-ordinary but are an ambition of the Project Office.

Car Insurance Travel Risks

The work will include travelling to and from public venues and buildings.

Profile of Professional Activities

The table overleaf maps the anticipated activities of the Project Office with reference to the Royal Institute of British Architect's Plan of Work Stages, which are an industry standard for describing construction design activities in the UK.

SAE Project Office Planned Scope of Work Mapped to RIBA Work Stages

RIBA Work Stages	0 Strategic Definition	1 Preparation & Brief	2 Concept Design	3 Developed Design	4 Technical Design	5 Construction	6 Handover & Close Out	7 In Use
Analysis and retrofit proposals for building's internal environments		Within general Project Office scope	Within general Project Office scope	Within general Project Office scope	Anticipated extension to the Project Office scope			Within general Project Office scope
Occupancy and space-use analysis	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope	Anticipated extension to the Project Office scope			Within general Project Office scope
Urban design strategies	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope					
Negotiation of planning legislation		Within general Project Office scope	Within general Project Office scope	Within general Project Office scope				
Community consultation work	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope				
architectural survey of existing buildings	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope					
Design	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope	Within general Project Office scope	Anticipated extension to the Project Office scope			
Live Build construction					Anticipated extension to the Project Office scope	Anticipated extension to the Project Office scope	Anticipated extension to the Project Office scope	

Appendix IV : Draft Project Disclaimer

Used as part of Scope Identification in reports published by the Pilot Office in 2024.

July 2025

This report is provided for the mutual educational benefit of the client charity in receipt of this report and for the student that has developed the study. It should be understood as a study that applies a student's informed knowledge and skillset to the engineering, architectural issues identified as within this scope of work. It should not be taken to be advice from a professional consultancy. Information and advice provided here that may inform a client decision should independently verified by that client.